



BUSINESS STUDIES - LESSON PLANS

Teacher Pack



Sponsored by Sytner Careers





Content

Thank you for downloading our FREE business studies lesson plans, sponsored by Sytner. This pack includes:

- ✓ 17 lesson plans
- ✓ Max. 60 minutes per lesson
- ✓ Mapped to the 2009 WJEC GCSE
- ✓ Business Studies specification
- ✓ Full lesson plans
- ✓ Lesson aims and objectives
- ✓ Student resources
- ✓ Teacher resources
- ✓ Pre-class preparation
- ✓ Ice-breaker
- ✓ Starter activity
- ✓ Tasks
- ✓ Teacher feedback

Please change tasks activities and resources as required for **student differentiation** or **time restrictions**.

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About Sytner Careers	Lesson 10 Product and Promotion
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Lesson 5 Cashflow	Lesson 16 Business Objectives
Lesson 6 Production Methods	Lesson 17 Business Organisation
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Lesson 8 Quality Management and Production Efficiency	Business Studies Competition: Information and Brief



Lesson Titles and Resource Reference Numbers

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Lesson plan KEY		Prizes
Resources	<u>Dark blue underlined text</u>	End of lesson 8 = YES (1 prize) End of lesson 17 = YES (2 prizes)
Teacher information	Bold or non-bold red text	
(T)	Teacher/Tutor's role	
(ALL)	Students' role (Individual, group or whole class is indicated)	
<i>Monitor:</i>	Teacher/Tutor to monitor student progress and offer support.	



Introduction

The automotive industry influences everyone, from delivering goods on time to commuters travelling to work and emerging services being able to respond to crisis, the motor industry helps keep the country moving.



About The IMI

The Institute of The Motor Industry is the professional body for individuals working in the motor industry and the authoritative voice of the retail automotive sector.

The IMI's aim is to ensure that the automotive retail sector has a skilled, competent and professional workforce that is fully equipped to keep pace with the demands of new technology and changing markets.

A key part of business for manufacturers and dealers is to encourage the best and brightest people to join their business in a variety of roles.



Autocity

Autocity is the one-stop-shop for impartial careers information and advice from the IMI, specialising on careers within the Retail Motor Industry.

Whether you are an individual looking to start or progress your career, or a teacher or careers advisor who supports others in making their career choices, Autocity is the place to start.

With over 150 #MotorCareers to choose from Autocity provides you with all things Automotive!



Sponsored by Sytner Group

Sytner Group represents 20 of the world's most desirable car manufacturers in over 100 dealerships across the UK. Last year Sytner sold over 135,000 cars and serviced a further 230,000 Cars.



Founded by British Touring Car Champion Frank Sytner and his brother Alan in 1968, Sytner Group celebrates a one team spirit and strives to follow Frank's uncompromising driving style by offering an uncompromised customer experience. In 2002 Sytner joined the Penske Motor Group who shared the Sytner passion for motorsport. CEO, Roger Penske, being the founder of Penske Racing, the most famous race team on a worldwide basis, featuring in the NASCAR and Indy Racing series as well as Formula 1 in the 1970's.

Sytner recognises that unparalleled customer service can only be achieved by attracting, motivating and retaining the very best team members. With this in mind, Sytner puts their employees at the heart of everything they do by providing an outstanding working environment and exciting careers opportunities. Sytner are immensely proud to have been voted, by their employees, the Sunday Times No. 1 Best Big Company to Work for 2017 and have been in the top 5 for the last 8 years. In addition, for the 5th consecutive year, Sytner have also attained the highly prized 3 star accreditation for outstanding levels of employee engagement.

Sytner Group are committed to developing talent and building careers, working in partnership with the biggest car manufacturers in the world, leading training providers and industry specialists to offer comprehensive 'on the job' apprentice and trainee programmes. This offers future Sytner stars a progressive and consistently successful investment in their career and personal development.

Sytner welcome Apprentices and Trainees into a wide range of business areas to kick start their career, these areas include:

- Technicians
- Sales Executives
- Service Advisors
- Parts Advisors
- Administration



Due to success and demand for the Sytner Group apprentice and trainee programmes they look to support the most proactive students who are prepared to go that extra and most innovative mile to secure themselves a fantastic career opportunity.

To find out more about the Sytner Apprenticeship and Trainee Programme:

<https://careers.sytner.co.uk/>

NOTES

Curriculum Content

Please note: The following points are not covered on the Business Studies lessons.
Based on GCSE Business Studies 15370 (WJEC/CBAC) - specifications for teaching from 2009

Candidates should be able to:

2.1 The Business Framework

- Demonstrate understanding, in theory and practice, of the following types of business organisations: sole traders, partnerships, private and public limited companies and social enterprises such as the co-operatives and charities.

2.2 Businesses and their customers

- Demonstrate an understanding of the product life cycle and the strategies that might be used to extend the life cycle of a product.

2.3 Producing goods and services

- Distinguish between goods and services that are provided through both the private sector and the public sector.
- Explain the importance of international trade to business and identify the resulting problems, threats and opportunities that face businesses operating in the global market place.

2.5 The external environment

- Distinguish between goods and services that are provided through both the private sector and the public sector.
- An understanding of Government legislation: including employment law; environmental law; health and safety law, consumer law, competition law and copyright law. (A broad understanding of the constraints and responsibilities that such legislation puts on business is required, not detailed knowledge of particular acts of parliament.
- Understand the effects on business of unforeseen events e.g. natural disasters, adverse weather conditions and disease in livestock.

LESSON 1: Business Studies

Recruitment

Learning objectives:

- To understand the stages and methods of recruitment.
- To be able to use and design recruitment documents.

Key words and phrases:

Needs analysis
Curriculum Vitae

Job description
Application form

Person specification
Interpersonal skills

Resources:

Student hand outs			
001	Lesson plan 1	003	Task 1 - Table to complete
002	Task 1 - World of Work job roles (To be created if there are no computers available)	004	Task 2 - Sytner job vacancies (if there are no computers available)

Teacher's resources			
A	Rules - Automotive Family Fortunes	B	Slides - Automotive Family Fortunes
C	Questions - Automotive Family Fortunes		

Websites	
http://www.autocity.org.uk/world-of-work	https://careers.sytner.co.uk/job-search/

Miscellaneous	
Post-it notes (green, red, orange or yellow)	Blue Tack
Smart board & flip chart paper	Blank paper and marker pens

Pre-class preparation:

Task 1: If there are no computers available, create a handout with a wide range of job roles from <http://www.autocity.org.uk/world-of-work>

Task 2: If there are no computers available, create a handout with a wide range of job vacancies from <https://careers.sytner.co.uk/job-search/>.

Lesson begins...

(T & ALL) Students to write names on pieces of paper / Teacher and student introductions.

Course ice breaker

Automotive Family Fortunes

Explain the rules if necessary (See [Resource A Rules - Automotive Family Fortunes](#))

- They will be split into two teams for this game (same teams over the 17 lessons).
- The winning team will receive a prize in the final lesson.
- Show example question and scoring on slides:
- Check everyone knows how to play.

Start the game:

Divide the class into two teams, ask the first player from each team to come to the front desk – and ask them both the first question.

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

(T) Ask students if anyone can explain the process a company would use when recruiting staff.

(ALL) Students give their ideas.

(T) Briefly explain/summarise/confirm the process if necessary.

Then,

(T) Ask students to define each of the following:

Needs analysis, Job description, Person specification, CV, Application form, Interpersonal Skills

(ALL) Students give their ideas.

(T) Briefly explain/summarise/confirm the process if necessary.

Then,

(T) Explain that manufacturers look for different qualities in their employees.

Ask students: If you were invited to an interview, what qualities would employers be looking for in you?



(ALL) Students volunteer answers

Divide students into small groups

(T) Ask students to: Explore the different roles available on the World of Work webpages on the IMI Autocity website (<http://www.autocity.org.uk/world-of-work>) and EACH choose a job role that suits them.

Students will either use the computers OR
Give out: Resource 002 Task 1 - World of Work job roles - **if there are no computers available**

(ALL) **Monitor:** Students explore and choose job roles.

(T) Ask students to share the job roles they chose with the class – and ask why?

(ALL) Students share their choices and a few reasons.

(T) Ask the groups to discuss and look in more detail at AND think about whether they have OR don't have the different qualities employers look for in different sectors of the motor industry – including criteria relating to the person specification, qualifications needed and possible stages of recruitment.

(ALL) **Monitor:** Students discuss in their groups.

(T) Give out Resource 003 Task 1 - Table to complete

Explain the table on this resource.

Ask students to: Complete the five columns of the table for three to five different job roles using the Autocity World of Work information:

Company & role	Activity	Skills required	Qualifications required	Education required
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(ALL) **Monitor:** Complete the table on *Resource 001*

Task 2:

Continuing to work in small groups

(T) Explain that Sytner has a careers section on their website (<https://careers.sytner.co.uk/job-search/>) to show the different roles and vacancies available – which includes the job descriptions.

Students will either use the computers OR
Give out: Resource 004 Task 2 - Sytner job vacancies - **if there are no computers available**

Ask students to:

First - as individuals, consider themselves for each vacancies.

Thinking about and identifying which of the job vacancies:

- they are interested in.
- they are qualified / experienced for
- they are not qualified for

Ask them to: think about why/why not.

Write down their findings and qualifications, skills and experience they would need to gain, in order to have a good chance of getting any of the jobs if they applied.

(ALL) **Monitor:** Students consider each job vacancy for themselves and make notes.

(T) Ask students to share their findings and discuss with the class.

(ALL) Students share their findings and discuss.

(T) Ask students to pick the best vacancies for each group member to apply for – with the best chance of getting the job.

(ALL) **Monitor:** Students discuss.

(T) Ask groups to share their ideas.

(ALL) Groups share their ideas.

Feedback to teacher

(T) Ask students if they feel the learning objective & aims have been met using Post-its. Explain what the colours mean and give an example.

Give out Post-its. Green = YES Red = NO Amber OR Yellow = not sure

Ask students to give their reasons.

(ALL) Hold up a Post-it and volunteer reasons.

(T) Collect in Post-its held up/count no. of each colour and keep a written record.

Lesson ends

HANDOUT 003: Recruitment

Table to Complete

Complete the table below:



Company and role	Activity	Skills required	Qualifications required	Education required
<u>Example:</u> Light vehicle diagnostic technician.	<u>Example:</u> Diagnosing the cause of a problem.	<u>Example:</u> Excellent practical skills. The ability to work quickly with attention to detail. Good communication skills. The ability to follow written and verbal instructions. The ability to work without supervision.	<u>Example:</u> Level 2 light vehicle service technician. Level 3 diagnostic technician. Advanced / modern apprenticeship in light vehicle maintenance and repair.	<u>Example:</u> GCSE: English, Maths, DT, IT BTEC/AS: Business Studies Engineering, ICT Degree: Engineering
1.				



2.				
3				
4.				




5.				
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TEACHER'S RESOURCES A: Recruitment

Rules for Family Fortunes

INSTRUCTION FOR TEACHERS:

- Turn your sound up to play
- Click on the Family Fortunes picture on SLIDE 1 to play the sound track
- When students give correct answers, click on the corresponding percentage (this removes the blue box and plays the 'correct' sound)
- If they get it wrong, click on the  which plays the 'incorrect' sound

PRINT Resource C - Automotive Family Fortunes Questions

Game rules

Points for correct answers

- There are 36 questions - each question has 4 or 5 answers
- The %s represent the % of 100 people asked who gave that answer (made up of course)
- The top answers (with the highest %) are worth 5 points
- The bottom answers (with the lowest %) are worth 1 point
- And so on between 5 and 1

Start:

One player from each team is selected. These two players prepare themselves for the first question and sit by their team's buzzer (A or B) on the sound unit, the respective LED will flash for 5 seconds.

The host tells the players how many answers there are (4 or 5) then reads out the first question.

The two players rush to press the buzzer (or other option) and give an answer.

If this answer is the top answer (has the highest % next to it), the successful player consults their team to decide if they want to play or pass on the rest of this round.

If the answer given was not the top answer, the other player has the opportunity to try and give an answer worth more points.

HOWEVER... if both players fail to identify any of the 4 or 5 answers, the first player has another go, then the second player and so on.


Should both players fail to give a scoring answer after three attempts, a different player from each team takes the position by the buzzers and are given the next question by the host.

Play or Pass:

Ask the player who gave the highest answer if their team would like to play or pass.

If they pass, the other team will play.


The team that plays chooses another player from their team to give a different answer to the same question.

If the answer is not one of the answers, the host clicks  the on the slide (which makes a noise) – and records this on a piece of paper OR something to symbolise one ‘life’ has gone for this team.

The host continues to ask the rest of that team in turn for another answer. If the team fills in all the answers before receiving three crosses, they win the total points on the board for the round.

This score is recorded.

All players must take turns at answering. Teams cannot confer in answers but any player can say if they think they have a good answer.

If the team playing gives 3 wrong answers and receives 3 noises from clicking the , the other team can confer to try and come up with one of the answers missing from the board.

If the other team thinks of a correct answer they steal ALL the points for that question (including ALL the answer given).

If this answer is also wrong and receives a , the first team keeps all the points scored.

Further questions: After asking the questions for that lesson record both team’s points and continue throughout the 12 lessons.

Winning: There is a prize given at the end of lesson 12 for the winning team.

TEACHER'S RESOURCES B: Recruitment

Automotive Family Fortune Questions

Lesson 1 – Car reviews

We asked 100 people...

1. Name an animal that would not fit into a Smart Car ...		2. What are the most popular car colours in the UK?	
<i>Elephant</i>	43% said...	<i>Silver</i>	41% said...
<i>Lion</i>	18%	<i>Black</i>	17%
<i>Hippo</i>	16%	<i>Blue</i>	16%
<i>Giraffe</i>	14%	<i>Red</i>	15%
<i>Mouse</i>	9%	<i>White</i>	11%
3. What are the most crashed cars in the UK?		4. What are the most popular cars of all time in the UK?	
<i>Renault Clio</i>	38% said...	<i>Ford Fiesta</i>	45% said...
<i>Ford Fiesta</i>	20%	<i>Ford Escort</i>	28%
<i>Alfa 147</i>	18%	<i>Vauxhall Astra</i>	12%
<i>Porsche Boxster</i>	15%	<i>Ford Cortina</i>	8%
<i>BMW Convertible</i>	9%	<i>Vauxhall Corsa</i>	7%
5. Name 5 of the most reliable cars		6. Name 5 of the most unreliable cars ...	
<i>Honda</i>	36% said...	<i>Land Rover</i>	39% said...
<i>Toyota</i>	30%	<i>BMW</i>	22%
<i>Lexus</i>	21%	<i>Porsche</i>	16%
<i>Suzuki</i>	9%	<i>Volvo</i>	14%
<i>Subaru</i>	4%	<i>Mercedes</i>	9%

Lesson 3 – Top Gear Interviews

7. Name 5 past and present Top Gear presenters ...		8. Name one of the most popular (past and present) Top Gear presenters	
<i>Jeremy Clarkson</i>	43% said...	<i>Jeremy Clarkson</i>	39% said...
<i>Richard Hammond</i>	28%	<i>Richard Hammond</i>	31%
<i>James May</i>	12%	<i>James May</i>	15%
<i>Chris Evans</i>	11%	<i>Matt Le Blanc</i>	9%
<i>Matt Le Blanc</i>	6%	<i>Chris Evans</i>	6%

9. Name the oldest, past and present, Top Gear presenter ...		10. Name the youngest, past and present, Top Gear presenter ...	
<i>Jeremy Clarkson (55)</i>	34% said...	<i>Richard Hammond (46)</i>	46% said...
<i>James May (53)</i>	33%	<i>Matt Le Blanc (48)</i>	43%
<i>Chris Evans (49)</i>	30%	<i>Chris Evans (49)</i>	6%
<i>Matt Le Blanc (48)</i>	2%	<i>James May (53)</i>	3%
<i>Richard Hammond (46)</i>	1%	<i>Jeremy Clarkson (55)</i>	2%
11. Name 5 of their most favourite cars featured on Top Gear ...		12. Name 5 supercars ...	
<i>Lamborghini</i>	28% said...	<i>Bugatti</i>	24% said...
<i>Ferrari</i>	26%	<i>Ferrari</i>	22%
<i>Audi</i>	24%	<i>Aston Martin</i>	21%
<i>BMW</i>	15%	<i>Lamborghini</i>	19%
<i>Alfa Romeo</i>	7%	<i>Porsche</i>	14%

Lesson 6 - Reports

13. Name 5 of the top selling motorbikes ...		14. Name 5 major motorbike race circuits in the UK ...	
<i>Yamaha MT-09 Tracer</i>	35% said...	<i>Brands Hatch (South West)</i>	36% said...
<i>Honda CBF 125 M</i>	25%	<i>Silverstone (East Midlands)</i>	31%
<i>BMW R 1200 S</i>	18%	<i>Oulton Park (North West)</i>	16%
<i>BMW S1000 RR</i>	13%	<i>Donington Park (East Midlands)</i>	14%
<i>Honda CBR 125 R</i>	9%	<i>Anglesey (North Wales)</i>	3%
15. Name 5 common reasons for motorbike accidents in the UK ...		16. Name 5 of the most famous motorcycle racing World champions ...	
<i>Bends on country roads</i>	43% said...	<i>Valentino Rossi</i>	48% said...
<i>Collisions at junctions</i>	28%	<i>Jorge Lorenzo</i>	20%
<i>Collisions while overtaking</i>	15%	<i>Marc Marquez</i>	17%
<i>Loss of control</i>	8%	<i>Danni Pedrosa</i>	9%
<i>Road surface conditions</i>	6%	<i>Bradley Smith</i>	6%
17. Name 5 commonly replaced parts on a motorbike (due to wear and tear)		18. Name 5 commonly modified motorbike parts ...	
<i>Tyres</i>	37% said...	<i>Exhausts</i>	32% said...
<i>Brake Pads</i>	30%	<i>Brake pads</i>	24%
<i>Oil filters</i>	13%	<i>Mirrors</i>	18%
<i>Air filters</i>	12%	<i>Wind screens</i>	16%
<i>Bulbs</i>	8%	<i>Crash protection</i>	10%
19. Name 5 job roles related to motorbikes ...		20. Name 5 popular motorbike colour ...	

<i>Service/Parts Advisor</i>	35% said...	<i>Black</i>	38% said...
<i>Motorcycle Technician</i>	31%	<i>Silver</i>	23%
<i>Motorcycle Sales Executive</i>	23%	<i>Blue</i>	17%
<i>Ignition Component Engineer</i>	8%	<i>Red</i>	15%
<i>Mechanical / Restoration Engineer</i>	3%	<i>White</i>	7%

Lesson 7 – Skimming and Scanning

21. Name 4 cards from a TV programme ...		22. Name 5 films featuring cars ...	
<i>Batmobile</i>	38% said...	<i>Fast and Furious</i>	27% said...
<i>Kit (Knight Rider)</i>	22%	<i>Transformers</i>	22%
<i>The Mystery Machine</i>	21%	<i>Chitty Chitty Bang Bang</i>	19%
<i>Transformers</i>	19%	<i>Italian Job</i>	17%
		<i>Gone in 60 Seconds</i>	15%
23. Name 5 commonly misspelt car names ...		24. Name 5 car manufacturers that often advertise on TV ...	
<i>Lamborghini</i>	46% said...	<i>Renault</i>	34% said...
<i>Ferrari</i>	29%	<i>Toyota</i>	28%
<i>Subaru</i>	10%	<i>Volkswagen</i>	20%
<i>Porsche</i>	8%	<i>Peugeot</i>	17%
<i>Mitsubishi</i>	7%	<i>Citroen</i>	5%
25. Name 5 car manufacturers ...		26. Name 5 companies that offers car insurance ...	
<i>BMW</i>	32% said...	<i>Direct Line</i>	39% said...
<i>Ford</i>	28%	<i>Aviva</i>	26%
<i>Audi</i>	20%	<i>Tesco</i>	18%
<i>Volkswagen</i>	12%	<i>Churchill</i>	10%
<i>Vauxhall</i>	8%	<i>LV</i>	7%

Lesson 8 – Debates

27. Name 5 of the most expensive cars in the world ...		28. Name 5 car manufacturers beginning with the letter 'm' ...	
<i>Bugatti Veyron</i>	41% said...	<i>Maserati</i>	39% said...
<i>Lamborghini</i>	17%	<i>Mercedes Benz</i>	26%
<i>Ferrari</i>	16%	<i>Mazda</i>	18%
<i>Pagani Zonda</i>	15%	<i>Mini</i>	10%
<i>Aston Martin</i>	11%	<i>Mitsubishi</i>	7%
29. Name 5 car manufacturers beginning with the letter 's' ...		30. Name 5 German car manufacturers ...	

<i>Saab</i>	38% said...	<i>Audi</i>	41% said...
<i>Subaru</i>	20%	<i>Mercedes Benz</i>	17%
<i>Skoda</i>	18%	<i>BMW</i>	16%
<i>Seat</i>	15%	<i>Volkswagen</i>	15%
<i>Smart</i>	9%	<i>Porsche</i>	11%
31. Name 5 car manufacturers whose logo features an animal ...		32. Name 5 car manufacturers whose logos are completely silver ...	
<i>Ferrari (horse)</i>	40% said...	<i>Audi</i>	41% said...
<i>Porsche (horse)</i>	27%	<i>Mercedes Benz</i>	17%
<i>Lamborghini (bull)</i>	13%	<i>Renault</i>	16%
<i>Jaguar</i>	11%	<i>Toyota</i>	15%
<i>Alfa Romeo (dragon)</i>	9%	<i>Honda</i>	11%

Lesson 11 – Covering letters

33. Name 5 car tyre brands ...		34. Name 5 petrol brands that you see out and about ...	
<i>Continental</i>	31% said...	<i>Shell</i>	26% said...
<i>Michelin</i>	29%	<i>BP</i>	24%
<i>Goodyear</i>	22%	<i>Esso</i>	22%
<i>Pirelli</i>	10%	<i>Texaco</i>	17%
<i>Bridgestone</i>	8%	<i>Total</i>	12%
35. Name 5 different kinds of lights that a car has ...		36. Name 5 safety features designed to protect passengers ...	
<i>Headlight</i>	34% said...	<i>Seat belts</i>	39% said...
<i>Indicator</i>	25%	<i>Airbags</i>	34%
<i>Fog light</i>	21%	<i>Anti-lock braking system</i>	15%
<i>Full beam</i>	11%	<i>Traction control</i>	9%
<i>Reverse light</i>	9%	<i>Safety cage</i>	3%

LESSON 2: Business Studies

Training

Learning objectives:

- To understand the importance of employee training.
- To be able to identify appropriate types of training for different circumstances.

Key words and phrases:

E-learning	On-the-job training	Off-the-job training	Training needs
Technical skills	Personal skills	New workers	Group working
Flexibility	New training		

Resources:

Student hand outs			
005	Lesson plan 2	006	TASK 2 Training routes Use if there are no computers available
007	TASK 4 - SWOT Analysis		

Teacher's resources			
B	Automotive Family Fortunes_Slides	C	Automotive Family Fortunes_Questions

Websites	
https://careers.sytner.co.uk/ http://www.autocity.org.uk/world-of-work	

Misc.	
Post-it notes (green, red, orange or yellow)	Blue Tack
Smart board & Flip chart paper	Blank paper and marker pens

Pre-class preparation:

Task 1: Write definitions, advantages and disadvantages for on the job training, off the job training and elearning on flip chart paper.

Task 2: If there are no computers available, **create a handout** showing the following training routes:
 Vehicle sales advisor Parts Advisor Service Advisor Service Technician – from
<http://www.autocity.org.uk/world-of-work>

Task 3: Write definitions of and draw an empty SWOT Analysis diagram on flip chart paper.



Lesson begins...

Starter Activity

Automotive Family Fortunes (4-5 minutes)

Use Resources: [Automotive Family Fortunes Slides](#) AND [Automotive Family Fortunes Questions](#)

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

Divide students into groups of 3 and give everyone some flipchart paper and pens.

(T) Explain that they are going to discuss training – a topic which features heavily in most interviews and job descriptions.

Ask students why training is so important to get a job – and for all employees whilst they have a job?

(ALL) Give answers.

Then,

(T) Ask students to define on the job training – and the advantages and disadvantages.

(ALL) Give answers.

(T) Explain further if necessary
Show correct definitions and details on flipchart paper

“Advantages - more cost effective, they’ll be helped by someone with experience, and workers still produce while they train.”

“Disadvantages - takes others away from their duties, it’s not suitable for groups of workers and the quality of work from the trainee may not be acceptable.”

Then,

(T) Ask students to define off the job training – and the advantages and disadvantages.

(ALL) Give answers.

(T) Explain further if necessary.
Show correct definitions and details on flipchart paper

“Advantages - offers training by experts where the trainee will benefit from specially designed equipment. Also, workers usually enjoy the change of environment, which may help with team bonding.”

“Disadvantage - it can be very expensive.”

Then,

(T) Ask students to define e-learning? What are the benefits?

(ALL) Give answers.

(T) Explain further if necessary.
Show correct definitions and details on flipchart paper

“E-learning is very cost-effective because it can reduce staffing costs, which will help company cash flow AND businesses are more competitive with skilled staff.”

Task 2:

Divide students into groups of 3.

(T) Explain that the students are now going to look at the different types of training offered by Sytner <https://careers.sytner.co.uk/> and <http://www.autocity.org.uk/world-of-work>

Vehicle sales advisor

Parts Advisor

Service Advisor

Service Technician

Students will either use the computers **OR**
Give out: [Resource 006 TASK 2 training routes](#) - **if there are no computers available**

Ask each groups to: Identify the different types of training
Consider if they have done anything similar
Consider if they would like to do this?
What type of training do they prefer? Not prefer?

(ALL) **Monitor:** Students discuss in their groups.

(T) Ask students to share their findings and thoughts.

(ALL) Share their findings and thoughts.

Task 3:

(T) Ask students if they can define/explain what a SWOT Analysis is.

(ALL) Give answers.

(T) Explain a SWOT Analysis and what it is used for.

Show an example on flip chart paper

Ask for one volunteer to create a quick example SWOT analysis for.

(ALL)

Volunteer

If no one volunteers – the teacher can do a SWOT analysis on themselves.

(T)

Ask the student to think about the course they are doing at the college/school.

Help them fill in the four boxes in the SWOT diagram.

Further explain the use of each box – to help their understanding.

Ask the class for more help if necessary.

(ALL)

Help the teacher to complete a quick example SWOT analysis.

Task 4:

Continue in their groups of 3.

(T)

Explain that every group is now going to create a SWOT analysis for one member of the group.

Give out one piece of flip chart paper to each group.

Ask them to draw an empty SWOT analysis diagram on their piece of flip chart paper.

Ask each group to consider all the skills, qualities and qualifications they currently have AND everything they are working towards – which relates to them gaining employment (or progressing further) in the Motor Industry.

Ask them to focus on their strengths, weaknesses AND the opportunities and threats they can identify to their progress / success in the industry.

Guidance to help students:

Explore topics that are most likely to help them succeed in the motoring industry (i.e. earn a promotion and higher salary) – such as business studies, maths, ICT, engineering, economics and chemistry.

Help them to realise that training creates opportunities because knowledge boosts confidence, and therefore they'll be more competitive.

Increase their awareness that training can be costly and has no guarantee of success (weakness).

Plus that competitor companies and college mates/friends/other applicants will have access to similar types of training (threat).

Give out: Resource 007 ASK 4 - SWOT Analysis – so that students can copy what they wrote on the flip chart paper and keep this for reference.



(ALL) *Monitor:* Complete the SWOT Analysis on the flip chart paper.

Feedback to teacher

(T) Ask students if they feel the learning objective & aims have been met using Post-its.
Explain what the colours mean and give an example.

Give out Post-its. **Green** = YES **Red** = NO **Amber** OR **Yellow** = not sure

Ask students to give their reasons.

(ALL) Hold up a Post-it and volunteer reasons.

(T) Collect in Post-its held up/count no. of each colour and keep a written record.

Lesson ends

HANDOUT 006: Training

Training Routes



Vehicle Sales Advisor

What is the work like?

- Vehicle Sales Advisors, Executives or Vehicle Sales People are responsible for selling new and used vehicles, from cars, bikes and vans to commercials trucks. Duties may vary depending on the type and size of the organisation, but they will commonly include:
- Greeting customers, discussing their needs and advising them on the most suitable vehicle
- Arranging test drives
- Negotiating sale and trade-in prices
- Working out finance arrangements and packages, which may include organising registration plates, road tax and delivery of vehicles
- Highlighting any additional products relevant to the customer
- Processing orders and completing relevant paperwork, which may include carrying out stock checks using manufacturers' databases
- Updating customers on the progress of orders and contacting potential customers to update them about new vehicles and deals
- Updating stock lists
- Managing advertising and updating the website

Work environment

Please note: These figures are meant as a guide only and may vary from employer to employer and may be dependent on the geographical area.

Vehicle Sales Advisors, Executives or Vehicle Sales People usually work around 40 hours per week, which will include some weekend and evening work to cover the busiest trading times. You may also be able to find part time work. Environments may vary depending on employers, but you would normally work in a showroom or an office, often venturing out onto the forecourt to show customers around.

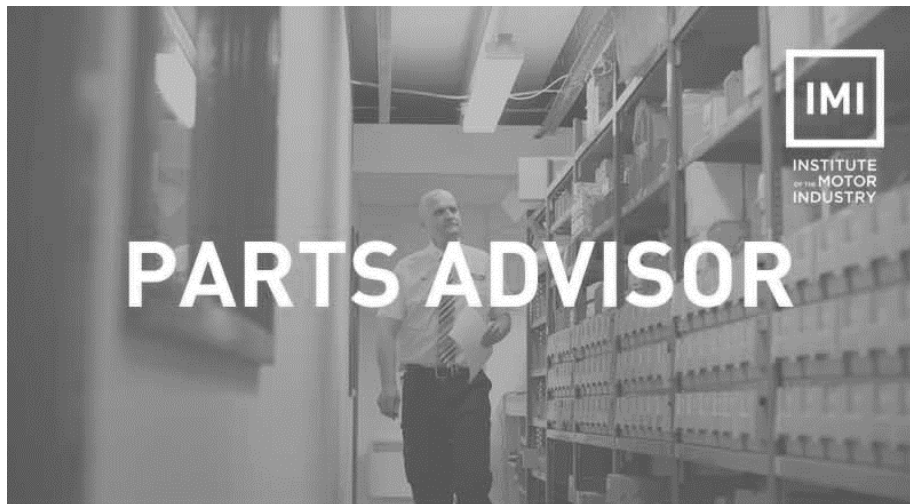
Salary:

- Starting salary for new entrants may be between £9,000 and £15,000
- A basic salary for experienced sales people may start at £15,000, but with commission, bonuses and other benefits may reach £20,000 to £35,000
- Successful Sales Executives in senior roles could earn from £35,000 to over £50,000

Vehicle Sales Advisors/Executives usually receive a basic salary, plus commission on sales and bonuses for meeting sales targets. They may also receive a company car. There may be opportunities for shift and overtime pay depending on



<ul style="list-style-type: none"> • Keeping the forecourt and vehicles clean and tidy • Providing potential customers with relevant literature and information • Inspecting vehicles pre- and post- sale • Attending auctions • In larger organisations you may work as part of a team, specialising in one aspect of selling. In smaller organisations you may be responsible for all aspects of vehicle sales 	<p>the employer. You may also be eligible for holiday entitlement, company pension and private healthcare schemes</p>
<p>Qualifications and experience required</p> <p>Vehicle Sales Advisors, Executives or Vehicle Sales People do not need any formal qualifications for this job, although many employers will expect GCSEs/Standard Grades (A-C) in Maths and English.</p> <p><u>Qualifications</u></p> <p>IMI Awards <u>Level 2 Diploma in Vehicle Sales Principles</u></p> <p>Edexcel <u>Edexcel Diploma in Vehicle Sales Competence</u></p>	<p>Skills Required</p> <p>As a Vehicle Sales Advisor, Executive or Vehicle Sales Person you will need to demonstrate:</p> <ul style="list-style-type: none"> • A confident and outgoing personality • A smart appearance with a polite and professional approach • Good communication and listening skills • A high level of numeracy • Good negotiating skills • The ability to build and maintain good customer relations • Confidence in using IT software • A genuine interest in vehicles • The ability to explain technical information to people who are not experts • Good organisational skills and the ability to remain calm under pressure • The ability to work both as part of a team and alone, without supervision
<p>Entry routes</p> <p>There are several ways of starting your career as a sales advisor:</p> <ol style="list-style-type: none"> 1. Train at work, in a dedicated training facility managed by the employer; many manufacturers offer apprenticeship programmes that involve training at specially equipped centres 2. Study on day release at local colleges or with training providers whilst in employment 3. Attend college, or a private training provider who will organise work placements 4. Study full time at college with practical exercises as well as classroom work 5. You may be able to get into this job via an apprentice/traineeship scheme. Apprentice/traineeships may differ from one place of work to the next but they work towards NVQ/SVQ level 2 or 3 in vehicle sales, and technical certificates in vehicle sales. To do this you may require GCSEs/Standard Grades in English, Maths, Science and IT or appropriate equivalents. For further information on apprentice/traineeships in England please visit www.apprenticeships.org.uk, for Wales please visit www.careerswales.com for Northern Ireland please visit www.nidirect.gov.uk/careers and for Scotland please visit www.skillsdevelopmentscotland.co.uk <p><u>Apprenticeships</u></p> <p><u>Vehicle Sales (Intermediate - Sales Advisor)</u> As an apprentice, you'll gain a broad range of skills used in a sales environment. You'll learn how to identify a customer's needs and interests; advise customers; promote the features and benefits of vehicles; appraise vehicles; and negotiate difficult sales. You'll also learn how and when to make a successful compromise.</p>	



Parts Advisor

What is the work like?

Parts Advisors are also known as vehicle parts operatives. They are responsible for ordering, selling and managing stock control on a wide range of vehicle parts and accessories.

Duties may vary from employer to employer but will typically include:

- Advising customers on how to solve a problem with their vehicle
- Taking orders from customers both face to face and over the phone
- Maintaining an ordered stock room and finding parts from stock
- Raising invoices for parts sold
- Liaison with other members of staff

Customers may include members of the public, service departments of dealerships, and garages.

Environment

Please note: These figures are meant as a guide only and may vary from employer to employer and may be dependent on the geographical area.

Full time hours are typically around 40 hours a week; this may include some weekend and evening work, which may be on a rota system with other team members. You may be able to find part time work in this area. Working environments will differ, depending on where you work, but you may be based at a garage, shop or dealership.

Salary:

- Trainees may earn between £6,000 and £8,000 a year
- Fully trained operatives may earn between £10,000-£15,000 a year
- Senior operatives may earn £20,000 or more

There may be opportunities for shift and overtime pay depending on your employer. You may also be eligible for holiday entitlement, company pension and private healthcare schemes.

Qualifications and experience

Although there are no formal qualifications required for entry to this role, there are a range of qualifications in vehicle parts operations covering the underpinning knowledge useful in getting started, and the hands-on skills required to carry out the job.

Skills

As a Parts Advisor you will need to demonstrate:

- A good technical understanding and general knowledge of how motor vehicles work
- Good communication skills
- Willingness to keep technical knowledge updated in order to provide the most efficient service possible



Once working in parts you can complete your Automotive Technician Accreditation, this shows current competence and is valid for three years. To find out more please see [ATA Parts](#).

Qualifications

IMI Awards [Level 2 Diploma in Vehicle Parts Principles](#)

Edexcel [Level 2 Diploma in Vehicle Parts Competence / Principles](#)

City & Guilds [Vehicle Parts \(VRQs\) \(4151\)](#)

- Confidence in processing payments
- The ability to work on your own initiative and as part of a team
- Confidence in problem solving

Entry Routes

There are several ways of starting your career as a trainee in vehicle parts operations:

- Train at work, in a dedicated training facility managed by the employer; many manufacturers offer apprenticeship programmes that involve training at specially equipped centres
- Study on day release at local colleges or with training providers whilst in employment
- Attend college, or a private training provider who will organise work placements
- Study full time at college with practical exercises as well as classroom work

Apprentice/traineeship schemes may vary from employer to employer but they will typically work towards an N/SVQ and will be on-the-job training. To do this you may require GCSEs/Standard Grades in English, Maths, Science and IT or appropriate equivalents. For further information on apprentice/traineeships in England please visit www.apprenticeships.org.uk, for Wales please visit www.careerswales.com for Northern Ireland please visit www.nidirect.gov.uk/careers and for Scotland please visit www.skillsdevelopmentscotland.co.uk

Apprenticeships

[Vehicle Parts \(Intermediate - Parts Sales Representative/Parts Telesales Representative\)](#) This Apprenticeship covers the sale of motor parts for all kinds of vehicles. Vehicle parts operatives (or parts advisers) order, sell and manage stock control on a wide range of parts and accessories for all kinds of vehicles – from cars and motorcycles, to lorries, buses and coaches.

Service Advisor

What is the work like?

A customer Service Advisor deals directly with customers, scheduling service work to their vehicles and informing them of any additional repairs required. They will handle administrative and customer relations aspects of service department operations. Their duties may vary slightly from employer to employer depending on the size of the company, but they commonly include:

- Interpreting customer concerns and comments and liaising with technicians

Environment

Please note: These figures are meant as a guide only and may vary from employer to employer and may be dependent on the geographical area.

You will normally work around 37 hours a week Monday to Friday, and occasional Saturday work may be required. You will be office based and may be placed at the front of the business. You will conduct some of your work over the phone, communicating with customers and updating them on the progress of their vehicles.

<ul style="list-style-type: none"> • Liaison with customers about any additional work required • Greeting customers and scheduling services • Estimating time and costs associated with repairs • Handling customer complaints • Responding to customer requests • Tracking the vehicle through the workshop 	<p><u>Salary:</u></p> <ul style="list-style-type: none"> • May range from £12,000 to £25,000 depending on experience <p>There may be opportunities for shift and overtime pay depending on your employer. You may also be eligible for holiday entitlement, company pension and private healthcare schemes.</p>
<p>Qualifications and experience</p> <p>Employers may look for GCSEs/Standard Grades in English, Maths and IT or relevant equivalents, and may also prefer a qualification in customer service.</p> <p><u>Qualifications</u></p> <p>IMI Awards <u>Level 2 Certificate in Customer Service for the Automotive Industry</u></p> <p>City and Guilds <u>Level 2 Customer Service (VRQ)</u></p> <p>Edexcel <u>NVQ and competence-based qualifications (OCF) Customer Service</u></p> <p>Automotive Technician Accreditation (An accreditation not a qualification) <u>ATA Customer Service</u></p>	<p>Skills required</p> <p>As a customer Service Advisor you will need to demonstrate:</p> <ul style="list-style-type: none"> • A professional manner • Good communication skills • Good organisational skills • The ability to gather technical information and relay it in a way that customers will understand
<p>Entry Routes</p> <p>There are no formal qualifications or entry routes for this role, although employers will look for a track record in customer service or customer facing roles. Some knowledge of, or a background in, a technical or service environment would be advantageous.</p> <p>Employers may look for GCSEs/Standard Grades in English, Maths and IT or relevant equivalents, and may also prefer a qualification in customer service. For more information about automotive customer service qualifications, please see the Qualifications section.</p> <p><u>Apprenticeships</u></p> <p><u>Customer Service Apprenticeship</u>. This Apprenticeship teaches you the skills to provide excellent customer service, and can be applied to hundreds of job roles across many different sectors, from government to telecommunications.</p> <p><u>Business & Administration Apprenticeship</u>. As a business and administration apprentice, your exact duties will depend on your employer. It's likely that you'll be working with a team or member of staff to handle various tasks.</p> <p>To look at current Apprenticeship Vacancies please click HERE. Or for a full list of Recruitment and Training Websites please click HERE.</p>	

Light Vehicle Service Technician

What is the work like?

Light Vehicle Service Technician's service and repair vehicles such as cars, and vans up to 3.5 tonnes. Technicians are trained in all areas of vehicle mechanics and electronics, from engine and exhaust systems to air conditioning and security features.

The duties of a light vehicle service technician may include:

- Servicing vehicles – carrying out checks and maintenance according to the manufacturers' guidelines
- Repairing and replacing faulty parts and components
- Advising the Service Receptionists about required repairs
- Producing time estimates
- Maintaining repair and service records

Environment

Please note: These figures are meant as a guide only and may vary from employer to employer and may be dependent on the geographical area.

Most service technicians work 40 hours a week, from Monday to Saturday. This may include some shift and overtime work. Some tasks may be physically demanding although you will use lifting equipment to move heavy parts.

Salary:

- As a trainee service technician you may expect to earn between £7,000 and £13,000 depending on your age and stage of training
- Once you are qualified you may expect to earn between £22,000 and £26,000

As you gain more experience and complete further training you can expect this salary to rise. There may be opportunities for shift and overtime pay depending on your employer. You may also be eligible for holiday entitlement, company pension and private healthcare schemes.

Qualifications and experience

You will need to be trained in light vehicle maintenance and repair level 2 at this stage of your career. There are a range of qualifications in light vehicle maintenance and repair covering the underpinning knowledge you will need to get started and the hands-on skills required to carry out the job.

There are several ways of starting your career as a trainee light vehicle technician:

- Train at work, in a dedicated training facility managed by the employer; many manufacturers offer apprenticeship programmes that involve training at specially equipped centres
- Study on day release at local colleges or with training providers whilst in employment
- Attend college, or a private training provider who will organise work placements
- Study full time at college with practical exercises as well as classroom work

If you have some experience and are currently working as a technician you can complete your Automotive Technician Accreditation, this demonstrates your current competence and is valid for three years. For

Skills required

As a light vehicle service technician you will need to demonstrate:

- Excellent practical skills
- The ability to work quickly with attention to detail
- The ability to work without supervision
- Good communication skills
- The ability to follow written and verbal instructions
- A reasonable level of fitness



more information see IMI Accreditation [Light Vehicle Maintenance & Repair](#).

Qualifications

IMI Awards [Level 2 Diploma in Light Vehicle Maintenance and Repair Principles \(VRO\)](#)

ABC Awards [ABC Level 2 Diploma in Motor Vehicle Studies \(Light Vehicle\)](#)

Edexcel [Edexcel BTEC Level 2 Diploma in Light Vehicle Maintenance and Repair Principles \(QCF\)](#)

Edexcel [Level 2 Diploma in Light Vehicle Maintenance and Repair Competence \(QCF\)](#)

City and Guilds [Advanced Auto Diagnostic Techniques \(4121\)](#)

[Level 2 Certificate and Diploma in Light Vehicle Maintenance & Repair Principles \(4290-12/17\)](#)

Entry Routes

Apprentice/traineeship schemes may vary from employer to employer but they will typically work towards an N/SVQ and will be on-the-job training. To do this you may require GCSEs/Standard Grades in English, Maths, Science and IT or appropriate equivalents.

For further information on apprentice/traineeships in England please visit www.apprenticeships.org.uk, for Wales please visit www.careerswales.com for Northern Ireland please visit www.nidirect.gov.uk/careers and for Scotland please visit www.skillsdevelopmentscotland.co.uk

Apprenticeships

[Vehicle Maintenance and Repair \(Intermediate Light Vehicle Service Technician\)](#) In this qualification you'll choose your area of specialisation, whether that's motorcycles, cars, heavy vehicles or vehicle electrical systems.

HANDOUT 007: Training

SWOT Analysis

- Consider the skills, qualities and qualifications you are working towards
- Relate them to what you have discovered about the motor industry
- Identify and write down your strengths and weaknesses, plus the opportunities and threats you see for yourself

<i>Strengths</i>	<i>Weaknesses</i>
<i>Opportunities</i>	<i>Threats</i>

LESSON 3: Business Studies

Choosing the Right Sources of Finance

Learning objectives:

- To consolidate your knowledge of the different types of business finance available.
- To be able to choose the right source of finance for different circumstances.

Key words and phrases:

Owner's investment
Trade credit
Hire purchase
Depreciation

Sale of assets
Factoring
Grants

Retained profits
Bank loan
Mortgages

Overdraft
Lease
Taking on a new partner.

Resources:

Student hand outs			
008	Lesson plan 3		

Teacher's resources			
B	Automotive Family Fortunes_Slides	C	Automotive Family Fortunes_Questions

Websites	
NONE	

Misc.	
Post-it notes (green, red, orange or yellow)	Blue Tack
Smart board & Flip chart paper	Blank paper and marker pens

Pre-class preparation:

Task 1: Write examples of and sources of finance on flip chart paper.

Task 2: Write definitions, explanations and examples of the key words and phrases above.

Lesson begins...

Starter Activity



Automotive Family Fortunes (4-5 minutes)

Use Resources: [Automotive Family Fortunes Slides](#) AND [Automotive Family Fortunes Questions](#)

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

(T) Ask why do businesses need finance?

(ALL) Students give their ideas.

(T) Explain why businesses need finance.

Then,

(T) Ask for examples of finance.

(ALL) Students give their ideas.

(T) Explain sources of finance.
Give relevant examples to demonstrate the different types of finance and their uses.

“Once a business is operating, it may be able to use its profits to invest back into the business. Doing so means that there’s potential for even greater profits to be made in the future.”

“The amount of profit to be invested back into the business – or in new businesses – will depend on how much profit the owners want to keep for themselves against how much they want the business to expand.”

Task 2:

Divide students into groups of 4

(T) Explain that in their groups they are going to recreate the TV show Dragon’s Den. Ask them to imagine that they have spotted an excellent location and they want to set up a new car dealership in their local area.

- 2 group members will be the entrepreneurs (who want the investment)
- 2 group members will be the dragons (investors).

Each group must prepare a short presentation for the ‘dragons’ (the potential investors) using the following details and scenario:

THE ENTREPRENEURS will: Identify appropriate sources of finance to set up their business.
Explain clearly why these sources of finance are appropriate.
Give evidence to show they have considered all the pros /cons.

Explain why they have rejected other sources of finance.

They ALSO need to impress the dragons by showing they have done their homework!

Remind students: They have looked at the IMI Autocity and other manufacturers' websites and so are aware of the different industry opportunities.

Useful information to discuss if appropriate for students.

"A bank overdraft is a short-term loan and is beneficial for stopgaps in cash flow."

"A bank loan would be a better choice for any long-term problem as it will have a lower interest rate"

"Consider that businesses are more likely to lease than to hire purchase."

"Depreciation - and the possible negative implications to a balance sheet (assets)."

What is the difference between leasing and hire purchase?

What type of customers prefer to lease?

Owner's investment
Factoring
Mortgages

Sale of assets
Lease
Taking on a new partner.

Retained profits
Hire purchase

Trade credit
Grants

THE DRAGONS will:

Rate each business proposal as good or bad.

Explain and justify their decisions.

Provide constructive criticism on the sources of finance chosen.

- Discuss the specific job roles and departments that would need to communicate to achieve the objectives set out in this task.

(ALL) Monitor: Students begin preparing. Everyone in the group contributes to creating the short presentation for the entrepreneurs AND creating the dragon's responses/decisions.

IF THERE IS TIME:

Task 3:

(T) Ask each group to perform their Dragon's Den scene.

(ALL) Groups perform.

(T) Ask the rest of the class to provide feedback on their presentations / arguments /quality of detail/understanding of financial options included.

(T) & (ALL) Provide constructive feedback.

Feedback to teacher

(T) Ask students if they feel the learning objective & aims have been met using Post-its. Explain what the colours mean and give an example.



Give out Post-its. **Green** = YES **Red** = NO **Amber** OR **Yellow** = not sure

Ask students to give their reasons.

(ALL) Hold up a Post-it and volunteer reasons.

(T) Collect in Post-its held up/count no. of each colour and keep a written record.

Lesson ends

LESSON 4: Business Studies

Break-even Analysis

Learning objectives:

- To be able to calculate sales revenue and fixed, variable and total costs and profit.
- To be able to calculate the break-even point.
- To be able to plot fixed and variable costs on a chart (graph).
- To be able to construct a break-even chart.

Key words and phrases:

Break-even

Fixed costs

Variable costs

Break-even graph

Total costs

Sales revenue

Selling price

Resources:

Student hand outs			
009	<i>Lesson plan 4</i>	011	<i>Task 2 Break even graph</i>
012	<i>Task 3 Fixed and variable costs</i>		

Teacher's resources			
B	<i>Automotive Family Fortunes_Slides</i>	C	<i>Automotive Family Fortunes_Questions</i>
010	<i>Break even analysis and info (taken from http://www.bbc.co.uk/schools/gcsebitesize/business/finance/profitabilityrev2.shtml)</i>		

Misc.	
Post-it notes (green, red, orange or yellow)	Blue Tack
Smart board & Flip chart paper	Blank paper and marker pens
Graph paper and pencils	Calculators

Pre-class preparation:

Task 1: Write definitions, explanations and examples of the key words and phrases above on flip chart paper.

Task 2: Draw out a blank break-even chart AND use *Resource 010 Break even analysis and info* for explanations reference.

Task 3: Write some hints on flip chart paper. E.g. Reducing energy waste, e.g. turning off machinery, lights etc., insulating, installing environmentally-friendly energy-saving devices to cut down on electricity use – like light bulbs and timers.

Lesson begins...

Starter Activity

Automotive Family Fortunes (4-5 minutes)

Use Resources: [Automotive Family Fortunes Slides](#) AND [Automotive Family Fortunes Questions](#)

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

(T) Ask students to define:

<i>Break-even</i>	<i>Fixed costs</i>	<i>Variable costs</i>	<i>Selling price</i>
<i>Total costs</i>	<i>Sales revenue</i>	<i>Break-even graph</i>	

(ALL) Give answers.

(T) Explain further if necessary.

Show correct definitions and explanations on flipchart paper.

(T) Ask students to give two examples of fixed costs and two variable costs that a business like Audi are likely to pay.

(ALL) Give answers.

(T) Discuss the benefits and limitations of break-even analysis.

Focus on providing students' with an awareness of the following:

Break-even forecasts are only a prediction and the real figures may differ.

Break-even can: Oversimplify a situation.

E.g. It doesn't take into account competition, sales, discounts, economic climates, economies of scale or the current season.

Provide very quick results and a generic snapshot of your finances.

Help you plan how much you need to sell to make a profit.

Help investors decide whether or not to invest in a small business.

(ALL) Discuss and offer comments.

Task 2:

Divide students into pairs or groups of 3.

(T) Explain that they are going to use information from a table to plot a break-even graph.

(Teachers reference) [Resource 010 Task 2 - Break even analysis and info](#)

Demonstrate how to create a break-even chart on flip chart paper.

(ALL) Ask questions until aware of how to do this.

(T) Give everyone: [Resource 011 Task 2 Break even graph](#)

Explain [Resource 011 Task 2 Break even graph](#) and demonstrate what they need to do.

Give everyone graph paper, a pencil and a calculator (or use their mobiles).

(ALL) **Monitor:** Complete [Resource 011 Task 2 Break even graph](#)

Task 3:

Continue in their pairs or groups of 3.

(T) Explain that they need to imagine that they have been shortlisted for a management position in an Audi plant.

During the interview, they are asked how they could reduce costs and be environmentally friendly at the same time.

Explain that they will present their answers to this – to the class.

Ask them to consider the fixed and variable costs and think of ideas in their groups.

Show some hints on flipchart paper from the following:

Reducing energy waste, e.g. turning off machinery, lights etc., insulating, installing environmentally-friendly energy-saving devices to cut down on electricity use – like light bulbs and timers.

(ALL) **Monitor:** Brainstorm in their groups.

(T) Give everyone: [Resource 012 Task 3 Fixed and variable costs](#)

Explain the resource and ask everyone to complete this.

Explain that they can use this when they are presenting their answers.

(ALL) *Monitor:* Complete the resource and prepare their answers.

Task 4:

(T) Ask each group to read out their prepared answers.
Ask the rest of the class to think about how effective/inventive their ideas are/may be and write a few notes – so they can provide constructive feedback afterwards.

Teacher also to make notes on the above.

(ALL) Each group to present their answers AND prepare feedback.

(T) & (ALL) To provide constructive feedback.

Feedback to teacher

(T) Ask students if they feel the learning objective & aims have been met using Post-its.
Explain what the colours mean and give an example.

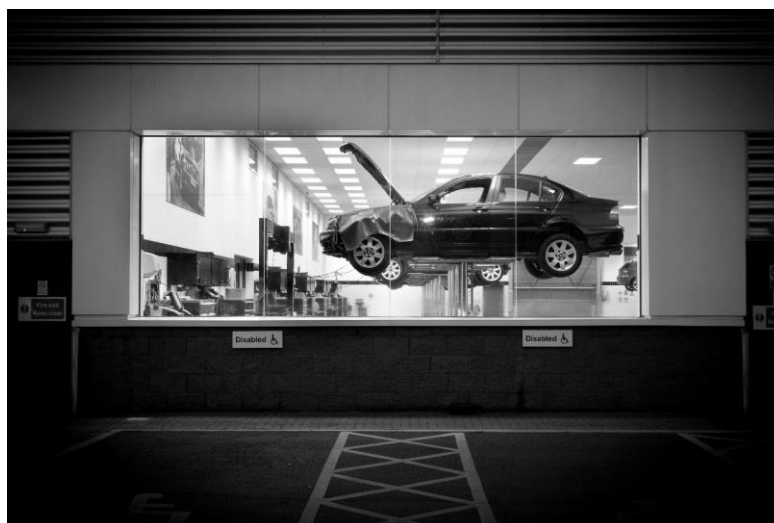
Give out Post-its. Green = YES Red = NO Amber OR Yellow = *not sure*

Ask students to give their reasons.

(ALL) Hold up a Post-it and volunteer reasons.

(T) Collect in Post-its held up/count no. of each colour and keep a written record.

Lesson ends



TEACHER'S RESOURCES 010: Break even analysis

Break-even Analysis and Information

Calculating profitability involves first working out the minimum level of sales required to cover all costs.

Breakeven point

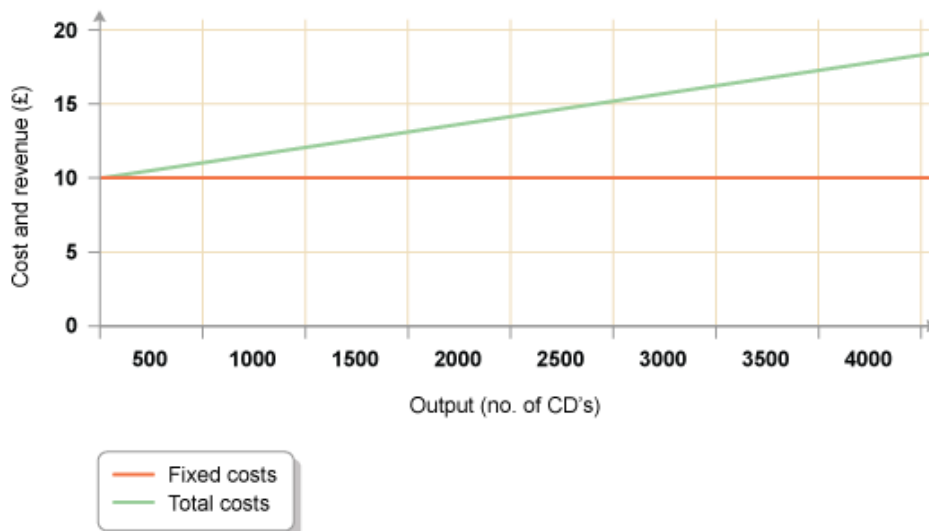
At low levels of sales, a business is not selling enough units for revenue to cover costs. A loss is made. As more items are sold, the total revenue increases and covers more of the costs. The breakeven point is reached when the total revenue exactly matches the total costs and the business is not making a profit or a loss. If the firm can sell at production levels above this point, it will be making a profit. Establishing the breakeven point helps a firm to plan the levels of production it needs to be profitable.



Breakeven chart

The breakeven point can be calculated by drawing a graph showing how fixed costs, variable costs, total costs and total revenue change with the level of output.

Here is how to work out the breakeven point - using the example of firm manufacturing compact discs. You can assume the firm has the following costs: Fixed costs: £10,000. Variable costs: £2.00 per unit

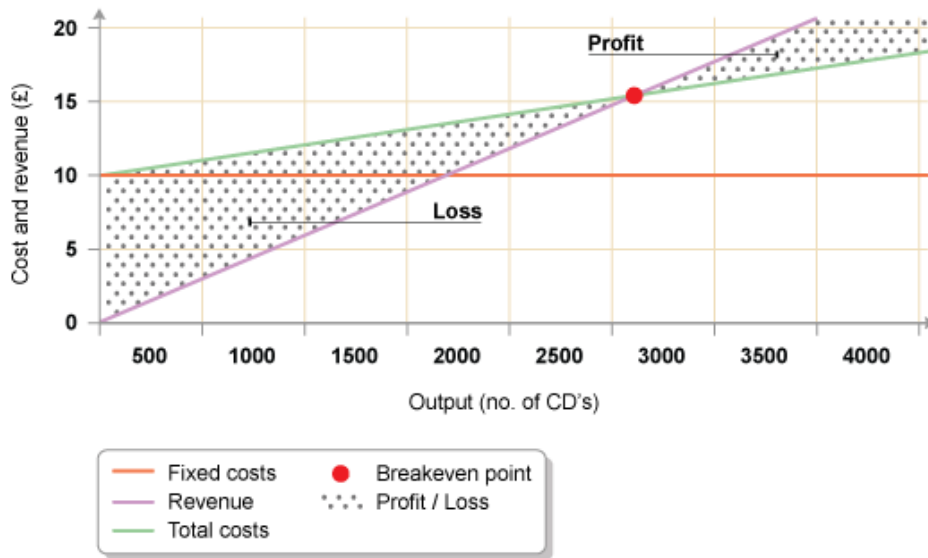


Graph showing fixed costs and total costs

You first construct a chart with output (units) on the horizontal (x) axis, and costs and revenue on the vertical (y) axis. On to this, you plot a horizontal fixed costs line (it is horizontal because fixed costs don't change with output).

Then you plot a variable cost line from this point, which will, in effect, be the total costs line. This is because the fixed cost added to the variable cost gives the total cost.

To calculate the variable cost, you multiply variable cost per unit x number of units. In this example, you can assume that the variable cost per unit is £2 and there are 2,000 units = £4,000.



Graph showing the breakeven point of a business

Once you have done this you are ready to plot the total revenue line. To do this, you multiply: sales price x number of units (output)

If the sales price is £6 and 2,000 items were to be manufactured, the calculation is:
 $£6 \times 2,000 = £12,000$ total revenue

Where the total revenue line crosses the total costs line is the breakeven point (ie costs and revenue are the same). Everything below this point is produced at a loss, and everything above it is produced at a profit.

Limitations

Break-even analysis is a useful tool for working out the minimum sales needed to avoid losses. However, it has its limitations. It makes assumptions about various factors - for example that all units are sold, that forecasts are reliable and the external environment is stable. If new rivals enter the market or an economic recession starts then it could take longer to reach the breakeven point than anticipated.

Many organisations add on a margin of safety to the breakeven level of output when deciding on their minimum sales target.



HANDOUT 011: Break even analysis

Task 2 Break-even Graph

1. Create a break-even graph (using all the data below) and answer questions 2 to 7.

No of cars sold	Fixed cost	Variable cost	Total cost	Sales revenue
0	£100,000	£0.00	£100,000	0
5	£100,000	£150,000	£250,000	£200,000
10	£100,000	B	£400,000	£400,000
15	£100,000	£450,000	C	£600,000
20	A	£600,000	£700,000	£800,000

- Audi Produces the Audi RS
- Fixed costs amount to £100,000
- The variable cost of each car is £30,000
- A brand new Audi currently sells at £40,000

Plus

1. What is the fixed cost of producing 20 cars?
2. What is the profit or loss made if 50 cars were sold?
3. What is the variable cost of producing 10 cars?
4. How many cars does Audi have to sell to break-even? Mark this on the graph.
5. What is the total cost of producing 15 cars?
6. Why is important that Audi takes care when using break-even forecasts like this?



HANDOUT 012: Break even analysis

Task 3 Fixed and Variable Costs

<p><i>Fixed Costs</i></p>	<p>How could you reduce costs and be environmentally friendly at the same time?</p>	<p><i>Variable Costs</i></p>
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LESSON 5: Business Studies

Cashflow

Learning objectives:

- To be able to prepare a cash flow forecast.
- To understand the importance of cash flow and how to improve it.

Key words and phrases:

Finance plan Repayments Cash-flow forecast.

Resources:

Student hand outs			
013	Lesson plan 5	014	Task 1 - Cash flow forecast
Teacher's resources			
B	Automotive Family Fortunes_Slides	C	Automotive Family Fortunes_Questions
Websites			
NONE			
Misc.			
Post-it notes (green, red, orange or yellow)		Blue Tack	
Smart board & Flip chart paper		Blank paper and marker pens	

Pre-class preparation:

Task 1: Write a definition of a cash flow forecast – and show an example on flip chart paper.

Lesson begins...

Starter Activity

Automotive Family Fortunes (4-5 minutes)

Use Resources: [Automotive Family Fortunes Slides](#) AND [Automotive Family Fortunes Questions](#)

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

(T) Ask if anyone can explain to the class what a cash flow forecast is?

(ALL) Give answers.

Divide students into pairs or groups of 3.

(T) Explain what a cash flow forecast is in full and go over an example.

Show a clip chart paper with a definition.

Encourage students to ask questions – to check their understanding.

Explain that the task today is to each complete a cash flow forecast – using their fellow group members and the tutor/teacher if they need support/help.

Give out: [Resource 014 TASK 1 - Cash flow forecast](#)

Teacher note: Refer to [Resource 014 TASK 1 - Cash flow forecast](#) to give explanation of the resource and the task instructions.

Remind students : They can make up the amounts for the entire forecast if they wish.

ALSO: The closing balance each month = your total income *minus* your total payments *plus* whatever you had left in the bank the month before.

(ALL) **Monitor:** Start completing the forecast record.

(T) Ask them if there are other expenses that they think they should include?
Can they think of any possible unexpected expenses that they may have had in the past – or be expecting in the future

E.g. *rent, food, going out, tools, books, clothes, birthday and Christmas presents/cards...*

(T) Whilst students are working check calculations AND ask students to think about and give their ideas on the possible disadvantages and advantages of cash-flow forecasts.

(ALL) **Monitor:** Finish completing the forecast record.

IF THERE IS TIME:

Task 2:

Continue working in their groups.

(T) Ask students in their groups to create an example cash flow forecast – to use as a ‘guide’ for someone who is due to start an apprenticeship and needs to buy a car.

Explain they will present their ‘template’ to the rest of the class – and give reasons for each expense/amount.

- Stress that they should make up the amounts of money – so they maintain their privacy.

Give out more copies of: Resource 014 TASK 1 -Cash flow forecast

(ALL) **Monitor:** Start working on the forecast record.

(T) Check progress and ask students to present their ideas.

(ALL) Present their ideas.

Feedback to teacher

(T) Ask students if they feel the learning objective & aims have been met using Post-its. Explain what the colours mean and give an example.

Give out Post-its. **Green** = YES **Red** = NO **Amber** OR **Yellow** = not sure

Ask students to give their reasons.

(ALL) Hold up a Post-it and volunteer reasons.

(T) Collect in Post-its held up/count no. of each colour and keep a written record.

Lesson ends



HANDOUT 014: Cashflow

Cashflow Forecast

Task instructions:

1. You are buying a 1.3 Fiesta on a finance plan for £5795.
2. Your parents are giving you the £2,000 deposit,
3. You must pay the rest of the money with your apprentice salary of £320 per month after tax and National Insurance.
4. Complete your cash flow forecast with the information from the table below
5. Use the blank rows to ADD OTHER PAYMENTS / MONEY IN AND OUT.

Money In	Money Out
Monthly car repayments = £96.20 <ul style="list-style-type: none"> • Starting from the second of the month • No payment during the first month 	Car tax is due immediately =£130 for the year
Birthday present in July =£100 cash	Car insurance <ul style="list-style-type: none"> • £185 = first month • £85 per month for the rest of the year
Christmas present in December = £200 cash	Petrol = £40 per month
	MOT due in July = £50
	Car service in September = £15
	New Tyre in November = £55
	Engine problem in January <ul style="list-style-type: none"> • Cost in January =£410 • Cost in February = £270

Q. What other expenses do you think you should include? EG rent, food, going out, tools, books, clothes, birthday and Christmas presents/cards.....

Q. Do you have any other expenses?

	Months											
	J	F	M	A	M	J	J	A	S	O	N	D
Money in/out												
Income												
Deposit from parents												
Salary												
Extra Cash												
Total Income												
Payments												
Car deposit												
Monthly car repayments												
Car insurance												
Car tax												
Petrol												
Car service												
Total payments												
Closing balance each month												

Your closing balance each month is your total income minus your total payments plus whatever is left in the bank from the month before.

LESSON 6: Business Studies

Production Methods

Learning objectives:

- Understand the factors that decide which production method is used.
- Understand the methods of production and be able to distinguish between them.
- Identify suitable methods for different products.
- Be able to analyse the advantages and disadvantages of each method.
- Understand the importance of technology in production.

Key words and phrases:

Job production Flow production Batch production Automation
 CAD, CAM and CIM Lean production Just In Time (JIT) Total Quality Management (TQM)

Resources:

Student hand outs			
015	Lesson plan 6	016	Task 3 – Terms and definitions (blank out: 'Lean production and JIT benefits', 'Quality Assurance', 'TQM and quality assurance benefits', 'Quality Circle' and 'Quality Circle info'.
017	Task 4 – Production method features		

Teacher's resources			
B	Automotive Family Fortunes_Slides	C	Automotive Family Fortunes_Questions

Misc.	
LEGO	
Post-it notes (green, red, orange or yellow)	Blue Tack
Smart board & Flip chart paper	Blank paper and marker pens

Pre-class preparation:

Task 1: Write terms, definitions and any examples of: job production, batch production and flow / continuous on flip chart paper.

Task 2: Write 'automotation - the use or introduction of automatic equipment in a manufacturing or other process or facility.' on flip chart paper.

Task 4: Write these 4 words and phrases on flip chart paper:
Quality / Production method / Effectiveness / Quantity

Lesson begins...

Starter Activity

Automotive Family Fortunes (4-5 minutes)

Use Resources: [Automotive Family Fortunes Slides](#) AND [Automotive Family Fortunes Questions](#)

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

(T) Explain the class is going to be split into three groups – and they are going to look at three different production methods **and decide which ONE** would be best for producing the best possible - and the most 4x4s (taking into account quality, production method effectiveness and quantity)– and then create their own production line – using lego!

The aim is to give them a feel for how a real assembly line may work.

First, can anyone think of any production methods that could be used to produce 4x4s?

(ALL) Students offer answers.

(T) Explain the first of three: *job production*
Show a flip chart which gives the term with a definition – stick this on the wall.

Job production

- Production is set to individual specifications.
- Items are made individually and each item is finished before the next one is started.

(ALL) Opportunity to ask questions AND discuss what products this is used for.

(T) Explain the second of the three: *batch production*
Show a flip chart which gives the term with a definition – stick this on the wall.

Batch production

- Groups of items are made together and as often as required.
- Each batch is finished before starting the next batch of products.

(ALL) Opportunity to ask questions AND discuss what products this is used for.

- (T) Explain the final of the three: *flow/continuous production*
Show a flip chart which gives the term with a definition – stick this on the wall.

Flow / Continuous production

- *Production of thousands of identical, standardised products on an assembly line.*
- *Highly automated process with few employees required - each with a specialised job.*

- (ALL) Opportunity to ask questions AND discuss what products this is used for.

Then,

- (T) Ask students to define automation.

- (ALL) Students offer answers.

- (T) Display the meaning on flip chart paper.

Confirm or explain the meaning of automation.

Explain that automation is much quicker and at times more reliable than humans.

'Automation': the use or introduction of automatic equipment in a manufacturing or other process or facility.

Then,

Task 2:

- (T) Split the class into three groups.

Give each group some flip chart paper.

- (ALL) Ask students to write down the disadvantages and advantages of using machines.
Students write down ideas.

- (T) Ask students to give their answers – and write down any that they did not identify.

Teacher notes:

Disadvantages	Advantages
Machines can be expensive, dangerous if malfunction, need maintenance and mistakes can be expensive.	Machines do not need breaks, can carry out dangerous jobs, do not need holidays, do not take maternity/paternity leave, do not complain and have the potential to work 24 hours solid.

Then,

- (T) Display the meaning on flip chart paper.

Confirm or explain the meaning of automation.

Explain that automation is much quicker and at times more reliable than humans.

'Automation': the use or introduction of automatic equipment in a manufacturing or other process or facility.

Task 3:

(T) **Give out:** [Resource 016 Task 3 – Terms and definitions](#)

Explain this resource shows more definitions of production/manufacturing terms.

Go through the terms to check understanding.

(ALL) Discuss understanding / ask questions.

Task 4:

(T) **Give out:** [Resource 017 Task 4 – Production method features](#)

Explain that this resource shows a mix of facts, advantages and disadvantages for each of the three different production methods.

Ask each group to look at the resource and use the definitions and the knowledge they have gained to decide which production method is best to use for their own production line – and why?

Display this on flip chart paper:

Think about: quality, production method effectiveness and quantity.

Explain to students that the best method of production depends on the type of product being made and the size of the market.

Give each group some flip chart paper to write their thoughts/decisions/notes on.

(ALL) **Monitor:** Brainstorm, choose a production method and write down why etc.

(T) Provide support and discuss with each group.

Then, when they have made their decisions,

Task 5:

(T) **Give each group lego – so they can actually build some small models and bring the activity to life.**

Explain that now each group is going to form a human assembly/production line – and actually build (their versions) of 4x4s – using the production method they have chosen.

(ALL) **Monitor:** Start building '4x4s' with the Lego – in their human assembly line.

Then, when they have built some 4x4s and their assembly lines have worked fully:

Task 6:

- (T) Ask each group to prepare to tell the rest of the class how successful they felt their production line was – and if they now feel they made the wrong/right decision – and why?
- (ALL) Write down their opinions/thoughts on their own production line, issues they faced and how they tackled/solved/didn't solve these.
- (T) Ask them to share this.
- (ALL) Give opinions/thoughts/share issues they faced.
- (T) Ask them to judge each other's 4x4s on quantity, quality and effectiveness of their assembly line – and decide who made the best decisions.
- (ALL) Give opinions/thoughts/share issues they faced.

Feedback to teacher

- (T) Ask students if they feel the learning objective & aims have been met using Post-its. Explain what the colours mean and give an example.

Give out Post-its. Green = YES Red = NO Amber OR Yellow = not sure

Ask students to give their reasons.

- (ALL) Hold up a Post-it and volunteer reasons.
- (T) Collect in Post-its held up/count no. of each colour and keep a written record.

Lesson ends



HANDOUT 016: Production methods

Task 3: Terms

Term	
CAD	<p>Computer Aided Design</p> <ul style="list-style-type: none"> - Automotive manufacturers worldwide depend on CAD as part of its design, engineering and manufacturing processes.
CAM	<p>Computer-aided manufacturing</p> <ul style="list-style-type: none"> - The use of a computer to assist in all operations of a manufacturing plant, including planning, management, transportation and storage. - Main aim = to create a faster process and components and tooling with more precise dimensions and material consistency. - CAM is a subsequent computer-aided process after (CAD).
CIM	<ul style="list-style-type: none"> - A computer-automated system in which individual engineering, production, marketing, and support functions of a manufacturing enterprise are organized. - Functional areas such as design, analysis, planning, purchasing, cost accounting, inventory control, and distribution are linked through the computer with factory floor functions such as materials handling and management, providing direct control and monitoring of all process operations.
Lean production	A systematic method for the elimination of waste within a manufacturing system.
JIT	<p>Just-in-time manufacturing</p> <ul style="list-style-type: none"> - A methodology aimed primarily at reducing flow times within production as well as response times from suppliers and to customers.
Lean production and JIT benefits	JIT and Lean production will help companies to make cost savings especially because of the reduction in levels of storage space required.
TQM	<p>Total quality management</p> <ul style="list-style-type: none"> - An organization's efforts to continuously improve its ability to deliver high-quality products and services to customers.
Quality Assurance	Maintaining a desired quality level for a service or product, by monitoring every stage of the process of delivery or production.
TQM and quality assurance benefits	Both empower employees by involving them in the process and encouraging them to take more responsibility and care during production. This will lead to quality products and many new ideas.
Quality circle	A group of employees who meet regularly to consider ways of resolving problems and improving production in their organization.
Quality circle info	<p>Do not guarantee honesty from employees and can be dominated by stronger characters giving a biased opinion.</p> <p>Can be costly and time-consuming.</p> <p>Avoid this by starting quality circles early so they do not disrupt production.</p> <p>Ask more employees which will produce a fair answer.</p>

HANDOUT 017: Production methods

Task 4: Production Methods

Job production	Batch production	Flow / Continuous production
Order completion time is long.	Groups of items are made together and when required.	Production of thousands of identical, standardised products on an assembly line.
Each item is finished before the next one is started.	Less demand for highly skilled workers.	Workers have specialised jobs, for instance, fitting wheels.
Highly specialised or customised goods which means a premium price can be charged.	Equipment can be standardised to a certain extent, which lowers costs.	The assembly line runs continuously 24 hours a day, seven days a week to maximise production
Luxury products are built by just one highly trained and skilled employee.	Each batch is finished before starting the next batch of products.	The assembly line eliminates the extra costs of starting and stopping the production process.
Items are made individually .	Labour intensive.	Few employees are required.
Expensive for customers as highly skilled employees do not come cheap!	A high volume of stock may be held, tying up valuable cash.	Automated machinery can operate without breaks 24/7.
	Machines are easily changed to produce different product batches.	Mass-production in large factories using conveyor belts and expensive machinery such as robot arms.
	Jigs and templates are used to help production.	Vast orders can be met and large quantities produced.
	Job repetition can de-motivate employees.	Standardisation of machinery can keep costs low
		The process is highly automated.
		Employees are unskilled.
		Employees are highly de-motivated.
		Customisation is difficult to meet and would increase costs.
		Reebok are a famous example for taking standardisation to extremes by setting up factories to make just the left shoe of a trainer, and another factory in another country making the right trainer.
		A large initial capital outlay is required.

LESSON 7 & 8: Business Studies

Quality Management / Production Efficiency

This plan contains content to be delivered over two lessons.

Learning objectives:

- To understand the importance of quality in meeting customers' needs and desires
- To distinguish between quality control, quality assurance and Total Quality Management
- To understand the factors involved in Lean production
- To gain greater knowledge of current manufacturing systems

Key words and phrases:

Quality control

Quality assurance

Total Quality Management (TQM)

Lean production

Just In Time (JIT)

Quality circles

Resources:

Student hand outs			
018	<i>Lesson plan 7 & 8</i>	016	<i>Task 3 – Terms (Full version from lesson 6)</i>
Teacher's resources			
B	<i>Automotive Family Fortunes_Slides</i>	C	<i>Automotive Family Fortunes_Questions</i>
Misc.			
Post-it notes (green, red, orange or yellow)		Blue Tack	
Smart board & Flip chart paper		Blank paper and marker pens	

Pre-class preparation:

Task 1: Write the interview scenario and questions on flip chart paper:

- You have applied for a management position at a newly built Lexus factory.
- Your interview is in two days.
- Lexus has given you a series of questions to prepare for the interview:

Questions

1. In relation to cost and quality why are Total Quality Management (TQM), quality assurance, Just In Time and lean production important to a company like Lexus?
2. What's more important: cutting costs or providing quality products? Please explain why.

PLUS: Write all the terms from [Resource 016 Task 3 – Terms](#) (last lesson) onto a flip chart

OR print out on A3 and give one to each group.

Lesson begins...

Starter Activity **Automotive Family Fortunes** (4-5 minutes)

Use [Resources: Automotive Family Fortunes Slides](#) AND [Automotive Family Fortunes Questions](#)

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

(T) Explain they are going to re-visit the production methods and definitions from Lesson 6.

Divide the class three or four groups.

Explain that the task is to role play an interview – asking and answering 5 questions.

Explain the student who gives the best interview answers – voted for by the students **(at the end of the class)** will receive a prize.

Show the scenario and questions on a flip chart.

Explain the situation:

- You have applied for a management position at a newly built Lexus factory.
- Your interview is in two days.
- Lexus has given you two questions to prepare for the interview:

Questions

1. In relation to cost and quality why is Total Quality Management (TQM), quality assurance, Just In Time and lean production important to a company like Lexus?
2. What's more important: cutting costs or providing quality products?
Please explain why.

Students can create three questions of their own choice related to this scenario and the terms on [Resource 016 Task 3 – Terms](#)

Explain that everyone in each group will prepare for the role of interviewee and interviewer.

The tutor will decide who will play each role – when it is time to start the role plays. – Everyone needs to be prepared for both roles – so they can perform either role.

Explain that now:

Everyone will create individual answers to the 2 questions
And also create 3 additional questions to ask the interviewee **and** answers.
 Give out 1 x A3 version of Resource 016 Task 3 – Terms (from last lesson) **OR** display on a flip chart.

(T) Explain everything on the resource – and make sure everyone understands, particularly how they could be related to the interview scenario.

Then, Ask everyone to create individual answers to the 2 questions (using their group to help them and discuss ideas if necessary)

(ALL) **Monitor:** Everyone starts creating individual answers to the 2 questions

(T) Ask everyone to create three new questions and an answer for each one (using their group to help them and discuss ideas if necessary)

(ALL) **Monitor:** Everyone starts creating three new questions and an answer for each one.

After the interview: The class will give constructive feedback on the performed interviews.

Task 2:

(T) Ask students to practise performing their interviews within their group.
 Explain that the groups will be mixed up when they do their actual interview performances – so they don't know what to expect from the new questions.

(ALL) **Monitor:** Practise performing their interview questions and answers.

(T) To offer constructive feedback, advice and support

Task 3:

(T) Count the number of people in each group. Give each member a number.
 E.g. 7 students in each of the 3 or 4 groups:

So there will be 3 or 4 students with number 1, 3 or 4 students with the number 2 etc.

Ask all the numbers 1s to sit together – and so on.

Assign a role to each number 1. There will be 1 or 2 interviewers and 1 or 2 interviewees in each small new group.

IF THERE IS NO TIME

- Divide the class into 3 and ask them to perform the interviews just to their group.

Ask each group in turn to perform the interview role play to the whole class.

ALSO: Ask the rest of the students to make notes on the interviewee's answers and the interviewer's choice of questions:

Ask them to check and write constructive feedback on:

Write this on flip chart paper:

*That there answers are correct / make sense. Answers contain relevant vocabulary.
Questions are relevant*

Ask them to identify:

What is good? What is bad? What could be better?

Explain that the tutor will also be making notes.

(ALL) Groups perform their interviews.

(T) & (ALL) Provide constructive feedback.

Give a prize to the winning team.

Task 4:

IF THERE IS TIME

- Divide the class into 3 and ask them to perform the interviews just to their group.

(T) Ask students to give their understanding of a quality circle.

(ALL) Offer definitions.

(T) Ask students what measures they would take to achieve the best results from quality circles?

(ALL) Offer definitions.

(T) **Divide the class into groups of 4.**

Explain that they are going to form a quality circle.

Ask them to choose one or two of these products below – and identify three small changes that could make them more profitable:

*Tyre
MINI*

*TV remote control
Office kettle*

*Steering wheel
Calculator*

eg if they choose *MINI*, profitable changes could be along the lines of:

colour, size, shape, material, sound of the car horn

IMPORTANT: The changes have to be low cost or free, plus easy to implement.

Ask each group to choose one or two products.

(ALL) **Monitor:** Discuss in their groups and choose one or two products from the list.

(T) Ask students to consider three small changes that could make each product more profitable. (They can change their products if necessary.)

Ask students to use the knowledge they have now gained and to consider whether “Just In Time” or “Lean production” would be relevant/useful for the potential factory processes involved.

Remind students:

*Automotive machines are very expensive to purchase and maintain.
Just In Time is very reliant on timing and can slow production down.*

IF COMPUTERS AND THE INTERNET ARE AVAILABLE:

- Explain they can search the internet using the terms “Just In Time” and “Lean production” and to watch any video clips or note any relevant information they find involving the factory process.

ALSO, discuss the possible drawbacks for using the two methods of production.

(ALL) **Monitor:** Discuss the three changes and relevant factory processes.

(T) Ask each group to explain their product choices, product changes, factory process choices and reasons for ALL choices – to the rest of the class.

(T) & (ALL) Provide constructive feedback and thoughts.

Feedback to teacher

(T) Ask students if they feel the learning objective & aims have been met using Post-its. Explain what the colours mean and give an example.

Give out Post-its. **Green** = YES **Red** = NO **Amber** OR **Yellow** = not sure

Ask students to give their reasons.

(ALL) Hold up a Post-it and volunteer reasons.

(T) Collect in Post-its held up/count no. of each colour and keep a written record.

LESSON 9: Business Studies

Market Research and the Marketing Mix

Learning objectives:

- To understand why businesses carry out market research.
- To be able to distinguish between primary and secondary research.
- To be able to design and use primary research methods.

Key words and phrases:

Market research Primary (field) research Secondary (desk) research

Resources:

Student hand outs			
019	Lesson plan 9	020	Task 1 - Primary and secondary research
021	Task 2 – CUT OUT Research stages		

Teacher's resources			
B	Automotive Family Fortunes_Slides	C	Automotive Family Fortunes_Questions

Misc.	
Post-it notes (green, red, orange or yellow)	Blue Tack
Smart board & Flip chart paper	Blank paper and marker pens

Pre-class preparation:

Task 1: Write terms and definitions of primary and secondary research on flip chart paper.

Primary research	Secondary research
Information that comes directly from the source—that is, potential customers. You can compile this information yourself or hire someone else to gather it for you via surveys, focus groups and other methods.	Market research that's already compiled and organized for you. Examples of secondary information include reports and studies by government agencies, trade associations or other businesses within your industry.

Task 2: Write the four stages on flip chart:

- | | |
|-----------------------------|-----------------------|
| 1. Identifying your problem | 2. Setting objectives |
| 3. Gathering data | 4. Analysing data |

CUT OUT one set of slips paper from Task 2 – CUT OUT Research stages for each group of 3 or 4.

Task 3: Write the following on flip chart paper:

'You are working at your local Volvo dealership and your manager would like you to find out what key features existing and future customers would be looking for next time they buy a Volvo.

Create five questions that could be used in a market research questionnaire.

Think about: Will they use primary, secondary or both types of research methods? Why would they use this type of research?

Lesson begins...

Starter Activity

Automotive Family Fortunes (4-5 minutes)

Use Resources: [Automotive Family Fortunes Slides](#) AND [Automotive Family Fortunes Questions](#)

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

(T) Explain that it is important to understand what your customers want when you are setting up a business.

Ask them what they would need to do if they were setting up their own business, to find out what their customers want?

(ALL) Give their ideas.

(T) Confirm or explain that market research is vital to enable you to find out what your customers want.

Explain that car manufacturers and dealers spend a lot of time and money on market research in order to ensure they always deliver what their customers want and, wherever possible, exceed expectations.

Ask if anyone knows what the two types of market research are?

(ALL) Give their ideas.

(T) Confirm/explain that there is *primary or field research* AND *secondary or desk research*.

Show a flip chart with definitions for primary and secondary research.

Explain the definitions.

Split students into groups of 3 or 4 and give them some flip chart paper.

Ask students if they can think of possible advantages and disadvantages for each one?

(ALL) **Monitor:** Students write down their thoughts and ideas.

(T) Ask each group to read out/explain their ideas to the rest of the class.

Give every student: *Task 1 - Primary and secondary research*

Task 2:

Continue in groups of 3 or 4.

(T) Explain the research process involves a number of stages and name the stages:

Show a flip chart with the four stages:

- | | |
|-----------------------------|-------------------|
| 1. Identifying your problem | 3. Gathering data |
| 2. Setting objectives | 4. Analysing data |

Explain that you would like them to see if they can identify the types of activities that need to take place at each stage of the process.

Explain each group will receive slips of paper which have the four stages and the different activity types for each stage. They need to match the activity types with the correct research stage.

Give every group one set of slips of paper cut out from: *Task 2 – CUT OUT Research stages*

(ALL) **Monitor:** Match the activity types with the correct research stage.

Answers:

<p>1. Identifying your problem</p> <ul style="list-style-type: none"> Sales of your product are falling – why? No repeat business from customers – why? Understand better competitor activities in the market Setting up a new business 	<p>3. Gathering data</p> <ul style="list-style-type: none"> Choose type of research, possible mix of both Design questionnaire Carry out research, online / face-to-face
<p>2. Setting objectives</p> <ul style="list-style-type: none"> To understand what customers want now and in the future Level of customer service Advertising / sales promotion campaign success rates Available budget for carrying out the research 	<p>4. Analysing data</p> <ul style="list-style-type: none"> Work through all information gathered through various forms of research to summarise where the problems are, why and what can be done to resolve them

(T) Discuss:

The activity types for each stage	Explore what each activity means.
Explore the potential benefits of each activity.	Explore the problems that may be experienced with each activity.
Give successful AND unsuccessful (real life) famous examples.	Ask students to give successful AND unsuccessful examples (either famous ones OR examples they have experienced).

- (ALL) **Monitor:** Discuss the points above and offer ideas/thoughts.

Task 3:

Continue in groups of 3 or 4.

(T) Explain that each group must imagine that they are working in their local Volvo dealership and they have been asked by their manager to find out:

What key features existing and future customers would be looking for next time they buy a Volvo?

Remind students that: (Features don't always have to be in terms of the physical product but can be part of what the Volvo brand says to the customers, as well as the dealership's customer service.)

ALSO ask them to think about:

Will they use primary, secondary or both types of research?

Why would they use this type of research?

Consider this scenario and create five questions that could be used in a market research questionnaire.

Ask each group to write their thoughts on one piece of flip chart paper and their five questions on another piece.

Give each group 2 or 3 pieces of flip chart paper.

(ALL) **Monitor:** Students write down their thoughts and ideas.

(T) Ask each group to read out their questions and explain why they chose them.

(ALL) Read out their questions and explain their choices.

Feedback to teacher

(T) Ask students if they feel the learning objective & aims have been met using Post-its. Explain what the colours mean and give an example.



Give out Post-its. **Green** = YES **Red** = NO **Amber** OR **Yellow** = *not sure*

Ask students to give their reasons.

(ALL) Hold up a Post-it and volunteer reasons.

(T) Collect in Post-its held up/count no. of each colour and keep a written record.

Lesson ends

HANDOUT 020: Market research

Primary and Secondary Research

Primary research		Secondary research	
Information that comes directly from the source - that is, potential customers. You can compile this information yourself or hire someone else to gather it for you via surveys, focus groups and other methods.		Market research that's already compiled and organised for you. Examples of secondary information include reports and studies by government agencies, trade associations or other businesses within your industry.	
Advantages	Disadvantages	Advantages	Disadvantages
The organisation doing the research.....		The organisation doing the research.....	
Keep total data control	Pay more for the research	Time and cost effective	Confusing data definitions
Can focus on specific data	Spend time sorting the data as not specifically targeted	Extensiveness of data	Inaccurate data
Find very recent /accurate data	Find inaccurate/old data	Based on primary research	Out of date data
Own the data - with no need to share it	Require more resources: money, people and time		Possibly non-specific
			Copyright issues

HANDOUT 021: Market research

Task 2: Cut Out Research Stages

Identifying your problem
Sales of your product are falling – why?
No repeat business from customers – why?
Understand competitor activities in the market better
Setting up a new business
Setting objectives
To understand what customers want, now and in the future
Level of customer service
Success rates of advertising / sales promotion campaigns
Available budget for carrying out the research
Gathering data
Choose type of research - possible mix of both types
Design questionnaire
Carry out research, online / face-to-face
Analysing data
Work through all information gathered through various forms of research to summarise where the problems are, why and what can be done to resolve them

LESSON 10: Business Studies

Intro to the Marketing Mix: Product, Price, Promotion and Place

This plan contains content to be delivered over two lessons.

Learning objectives:

- To understand the 4 Ps of the marketing mix.
- To understand the term target audience and characteristics which define different target audiences.
- To understand unique selling points (USPs), product features and promotional activities which can attract different target audiences.
- To understand and be aware of laws, costs and legal constraints that can affect advertising and promotion.
- To explore PR activities such as celebrity endorsement, sponsorship and tabloid press.
- (To create relevant questions for a market research questionnaire covering the 4 Ps.)
- To understand and explain reasons for choosing specific promotional activities.

Key words and phrases:

The Marketing Mix
Place
Advertising
Sponsorship

Product
Promotion
Sales Promotion
Public Relations (PR)

Price
Target Audience
Unique Selling Point (USP)

Resources:

Student hand outs			
022	Lesson plan 10 & 11	023	Task 2 - Terms and definitions
024	Task 3 - Smart car info	025	Task 6 - 4 Ps questions

Teacher's resources			
B	Automotive Family Fortunes_Slides	C	Automotive Family Fortunes_Questions

Misc.	
Post-it notes (green, red, orange or yellow)	Blue Tack
Smart board & Flip chart paper	Blank paper and marker pens

Pre-class preparation:

Task 2:

Write examples on flip chart: Age, income, gender, town, region, country, urban/rural, occupation, personality and lifestyle.

Task 3:

Go to <http://www.sytner.co.uk>/AND click on the manufacturer 'Smart'.

Print out pages about this manufacturer (AND go to that manufacturer's website too if necessary) which show the different ways that they promote their brand AND the brand's product features and related features.

PLUS: Go to www.statistics.gov.uk and print out statistics for the area the students live in OR the college.

Task 4:

Write this on a flip chart:

1. The main law is the Trade Descriptions Act – goods advertised for sale must be as they are described.
2. The advertising industry has its own code of practice, and is regulated by the Advertising Standards Agency where complaints about the nature of advertising can be dealt with.

Task 6:

Write the task instructions on a flip chart:

You need to write three questions for a market research questionnaire for each of the 4 Ps relating to a NEW top of the range Smart car the dealership is considering.

Your aim is to identify what their dealership's existing customers want/expect:

Products and or features

Promotion: way to promote the dealership/products

Price: (deals, leases, finance)

Place: town/city

Lesson begins...

Starter Activity

Automotive Family Fortunes (4-5 minutes)

Use Resources: *Automotive Family Fortunes Slides* AND *Automotive Family Fortunes Questions*

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

(T) Ask if anyone knows what the marketing mix is?

(ALL) Give their ideas.

(T) Confirm/Explain what it is used for and write the 4 Ps on a piece of flip chart paper.

(Product, price, place and promotion.)

Ask students to define each of the 4 Ps.

- (ALL) Give their ideas.
- (T) Confirm/Explain each of the 4 Ps in more detail.

Task 2:

Divide class into groups of 3 or 4.

- (T) Explain that it is important for organisations to sell the right product to the 'right people'. Explain that the 'right people' are known as the 'target audience'. Explain that the 'target audience' could be a group of people that have been selected due to characteristics or factors such as: 'age', 'income' or 'gender'.

Ask students if they can think of other characteristics or factors that organisations may focus on when choosing their target audience?

- (ALL) Give their ideas.
- (T) Confirm OR Give answers:

Show a flip chart with more examples.

- (T) Explain that organisations communicate in different ways to different target audiences and each organisation attempts to offer something from their competitors. Ask if anyone knows the term for the 'thing' that sets them apart from competitors?

- (ALL) Give their ideas.

- (T) Confirm OR Explain that the term is 'the Unique Selling Point' (USP)
Explain the following example:
Motor industry car manufacturers add extensive safety features to their vehicles to attract their target audience of young families with children.

Give each group a piece of flip chart.

- (T) Ask students to think of and write down examples of promotional activities that car manufacturers use to attract different target audiences, help persuade, inform and increase awareness of a brand – with the ultimate aim of increasing sales.

- (ALL) **Monitor:** Brainstorm and write down their ideas.

- (T) Confirm OR Give examples:

Give each student: *Resource 023 Task 2 – Terms and definitions*

Task 3:

Continue in groups of 3 or 4.

- (T) Explain that now in their groups they are going to complete various tasks which will enable them to focus on, research, explore and collate useful information - on the best ways to promote Smart cars and boost a local dealerships sales, including 'aftersales' and related services (in the area they live).

They will use the information to prepare 6-8 presentation slides with short, clear and useful bullet points (using the flip chart paper divided into 6 or 8 boxes - if they have lots of information).

They will present their slides to the class.

Explain that each group will receive print outs from Sytner's website for Smart cars
(Printed out before the class by the teacher)

Give each group: a piece of flip chart.
 print outs on Smart cars.
 print outs from www.statistics.gov.uk

FIRST,

Ask students to brainstorm/identify the target audience for Smart cars – from their own knowledge and using the print-outs.

Remind groups:

Use: Resource 023 Task 2 – Terms and definitions

'Product features can go beyond the physical product and include after sales service and brand image.'

Use the print outs on Smart cars and from www.statistics.gov.uk to justify their choices. E.g. a high number of young professionals live in the area, so sports cars are popular.

- (ALL) **Monitor:** Brainstorm the target audience for Smart cars.

- (T) Ask students to brainstorm the Smart car's features and related products and features.
(If they can't recall any – ask them to use features from other cars)

- (ALL) **Monitor:** Brainstorm the Smart car's features and related products and features.

- (T) Now ask students to identify which of these features is the Smart car's USP?
OR create one – if appropriate.

- (ALL) **Monitor:** Brainstorm and decide on a USP.

- (T) *When a group has agreed on their target audience, features and USP:*

Give each student in the group: Resource 024 Task 3 – Smart cars info

THEN, ask each student in the group to fill in *Resource 024 Task 3 – Smart cars info.*

Task 4:

(T) Explain that now they need to investigate how they are going to promote all the features and the USP they have identified.

Ask them to remember their product/features and target audience.

Explain that businesses need to be fully aware of the laws that govern advertising and there are costs and legal constraints to consider:

Show on a flip chart and explain:

1. The main law is the **Trade Descriptions Act** – goods advertised for sale must be as they are described.
2. The advertising industry has its own code of practice, and is regulated by the **Advertising Standards Agency** where complaints about the nature of advertising can be dealt with.

THEN,

Explain that you have decided as part of your public relations campaign to use a celebrity of your choice to help identify with your target audience.

Choose a celebrity that you believe is appropriate – and why?

They must consider cost-effectiveness AND the potential positive and negative tabloid press comments.

Answer guidance for teachers:

Students should touch on the fact that celebrity endorsement does not guarantee profit but can be costly. You could also raise the subject of “celebrity wannabe culture” and the positive and adverse effect it may have on product sales. E.g. Smart car sales may increase if Daniel Craig purchases one. Students must highlight the fact that negative celebrity coverage could have an adverse or, sometimes, positive effect and may influence profit levels.

Give each group a piece of flip chart.

Remind them to use:

Resource 023 Task 2 – Terms and definitions

Ask them to brainstorm, considering everything that has been discussed and decided what the best forms of advertising are to use? AND WHY?

(ALL) **Monitor:** Brainstorm and write down their ideas.

Task 5:

(T) Ask each group to start working on their 8 slides – focusing on clear and useful bullet points – and ensuring that the slides and points are in order and make sense.

(ALL) **Monitor:** Work on their slides.

(T) Ask each group in turn to present their slides.

(ALL) Present their slides, giving explanations reasons for choices.

(T) & (ALL) Provide constructive feedback and discuss each group's small presentation.

IF THERE IS TIME:

Task 6:

(T) Show a flip chart with the task's instructions:

Explain that NOW based on the knowledge they have gained over the last two lessons they must write three questions for a market research questionnaire - for each of the 4 Ps.

Each question must relate to a NEW top of the range Smart car, which the owner of the dealership is considering whether to sell from the dealership.

Their aim is to identify the following about their existing Smart customers...

Give students these ideas if necessary - to help them create questions:

Interest level, superior features/service want/expected, price willing to pay, payment methods, distance willing to travel, promotions that grab their attention.

Products and or features

Promotion: way to promote the dealership/products

Price: (deals, leases, finance) Place: town/city

(T) Ask students for ideas of example questions - to check their understanding.

(ALL) Offer some ideas.

Give every student: *Resource 025 Task 6 - 4 Ps questions*

(T) Explain the resource - and the example questions - to check understanding.

Example questions on the resource:

<i>Product</i>	<i>Price</i>
<i>Give customers a list of the new Smart car's features and ask them to rate them in order of importance to them.</i>	<i>Give customers a list of price brackets and ask them to indicate which price bracket they would consider when buying a top of the range Smart car.</i>
<i>Place</i>	<i>Promotion</i>
<i>Give customers a range of distances - to see if this is a factor when considering a top of the range model.</i>	<i>Give customers a list of advertising medium and ask them to indicate what type of advertising /promotion would impress/reach them in this situation.</i>

- (T) Ask students to start creating/writing notes for questions on flip chart paper.
- (ALL) **Monitor:** Students start writing down ideas for questions.
- (T) Ask students for their ideas.
- (ALL) **Monitor:** Students give their ideas.
- (T) Give feedback / confirm students' ideas for questions.
Ask students to write their confirmed/final versions of questions on the resource.
- (ALL) **Monitor:** Students write their questions on the resource.
-

Feedback to teacher

- (T) Ask students if they feel the learning objective & aims have been met using Post-its.
Explain what the colours mean and give an example.

Give out Post-its. Green = YES Red = NO Amber OR Yellow = not sure

Ask students to give their reasons.

- (ALL) Hold up a Post-it and volunteer reasons.
- (T) Collect in Post-its held up/count no. of each colour and keep a written record.
-

Lesson ends

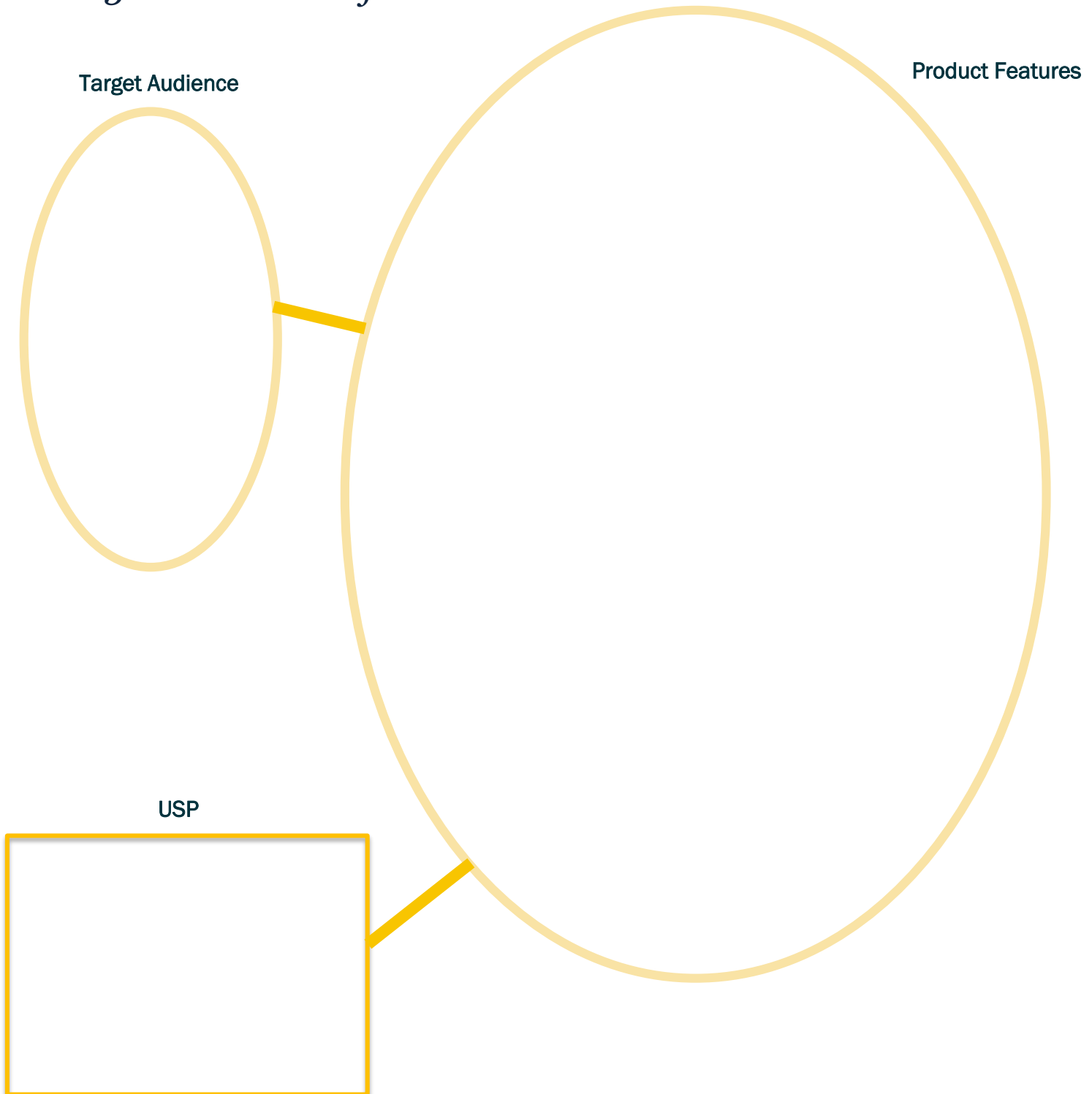
HANDOUT 023: Intro to the Marketing Mix: Product, Price, Promotion and Place

Task 2 - Terms and Conditions

Term	
Marketing Mix	A mixture of marketing techniques used to promote the sale of a product.
Product	An item or substance that is manufactured or created for selling.
Price	The amount of money expected, required or given for a product/service.
Place	A particular position, point, or area in space; a location/town/country.
Promotion	The publicizing of a product, organization, or venture so as to increase sales or public awareness
Target Audience	A particular group at which a product such as a film or advertisement is aimed.
Unique Selling Point (USP)	A factor that differentiates a product from its competitors, such as the lowest cost, the highest quality or the first-ever product of its kind. A USP could be thought of as “what you have that competitors don’t.”
Advertising	The most widely used form of promotion. E.g. TV adverts, radio, newspaper/magazine adverts, cinema or outdoor billboards
Sales Promotion	Encourages new and repeat business from existing customers. E.g. Loyalty cards, discount vouchers, free gifts and competitions.
Sponsorship	Sponsoring a sports team.
Public relations (PR)	using celebrity figures to endorse their products and improve their image

HANDOUT 024: Intro to the marketing mix: Product, Price, Promotion and Place

Task 3 - Smart Car Info



HANDOUT 025: Intro to the Marketing Mix: Product, Price, Promotion and Place

Task 6: Ps Questions

Write three questions for each of the 4 Ps below, which will help you identify the best:

- Product: products, product features and services
- Promotion: ways to promote the opening, products and services
- Price: deals, leases and finance
- Place: location of dealership town/city

<p style="text-align: center;"><i>Product</i></p> <p><u>Example:</u> Give customers a list of the new Smart car's features and ask them to rate them in order of importance to them.</p> <p>1</p> <p>2</p> <p>3</p>	<p style="text-align: center;"><i>Promotion</i></p> <p><u>Example:</u> Give customers a list of advertising medium and ask them to indicate what type of advertising /promotion would impress/reach them in this situation.</p> <p>1</p> <p>2</p> <p>3</p>
<p style="text-align: center;"><i>Price</i></p> <p><u>Example:</u> Give customers a list of price brackets and ask them to indicate which price bracket they would consider when buying a Volvo.</p> <p>1</p> <p>2</p> <p>3</p>	<p style="text-align: center;"><i>Place</i></p> <p><u>Example:</u> Give customers a range of distances – to see if this is a factor when considering a top of the range model.</p> <p>1</p> <p>2</p> <p>3</p>

LESSON 12&13: Business Studies

More on the Marketing Mix

This plan requires the use of computers and contains content to be delivered over two lessons.

Learning objectives:

- To demonstrate further understanding of the marketing mix by considering factors involved when planning to start or buy an existing dealership.
- To research and compare car selling prices on manufacturer and dealership websites.
- To demonstrate understanding and awareness of different pricing strategies.
- To demonstrate an understanding of VAT and duty.
- To use an understanding of pricing strategies and decide on a sale price for a car.
- To understand how geodemographic information (GDI), supply, demand, costs, competitors' prices, market conditions and consumer perceptions affect an organisation's different departments in preparation for a new product launch.

Key words and phrases:

VAT Duty Cost-plus Pricing Penetration Pricing
 Price Skimming Predatory Pricing Competitor Pricing Price Discrimination
 Psychological Pricing

Resources:

Student hand outs			
026	<i>Lesson plan 12 & 13</i>	027	<i>Task 1 - Questions</i>
028	<i>Task 2 - Terms and explanations</i>		

Teacher's resources			
B	<i>Automotive Family Fortunes_Slides</i>	C	<i>Automotive Family Fortunes_Questions</i>

Misc.	
COMPUTERS	Post-it notes (green, red, orange or yellow)
Smart board & Flip chart paper	Blue Tack, blank paper and marker pens

Pre-class preparation:
NONE

Lesson begins...

Starter Activity

Automotive Family Fortunes (4-5 minutes)

Use Resources: [Automotive Family Fortunes Slides](#) AND [Automotive Family Fortunes Questions](#)

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

Divide class into pairs.

(T) Explain that now you have spent more time discussing and learning about all the marketing elements, imagine that you are planning to start or buy an existing car dealership.

Give each pair a copy of: [Resource 027 Task 1 – Questions](#)

Read through and explain each question – checking everyone understands them.
[Questions](#)

1. Are you going to buy an existing business/start a new business/open a franchise?
2. Is the motor industry growing or declining? How will this affect your business?
3. What you need to start your business? eg premises/vehicles
4. How do you propose to finance your business?
5. Key facts about your dealership: eg name/location - Why?
6. What is your unique selling point? eg product features/after-sales - Why?
7. What type of vehicle/s are you going to sell? - Why?
8. What method of advertising/sales promotion will you use? - Why?
9. Will you create a website? - Why/Why not?
10. What are the advantages of the dealership's location?
11. What are the disadvantages of the dealership's location?
12. Focus on: the proximity to the target market/a skilled workforce, price of land, ease of access, space to park

Ask each pair to take a few minutes to check if they understand and ask if necessary.

(ALL) **Monitor:** Check their understanding and ask questions if need be.

(T) Answer any questions and ask students to start working through the questions.

(ALL) **Monitor:** Start working through the questions with the tutor's support.

(T) **When the students have finished / at an appropriate time:**
Ask the pairs to share some of their answers and encourage the other students to comment/discuss and offer constructive feedback.

Task 2:

Continue working in pairs.

(T) Ask each pair to choose a car make and model that they would like to start selling from their dealership.

(ALL) **Monitor:** Discuss in their pairs and make a choice.

(T) Ask each pair to investigate and compare selling prices for the same make and model of car on manufacturer and dealership websites.

Give each student in the group: *Resource 028 Task 2 – Terms and explanations*

Explain the terms on the resource.

Then, ask them to think about/consider:

Where have they found the cheapest price?

Why do they think it is cheaper?

Where could a customer most likely get the car cheaper by bargaining?

Are the cars priced at psychological points e.g. £19,999?

How much is the VAT?

How much is the duty?

Go through some example thought processes for each question – if necessary.

TEACHER NOTE: *Create more questions based on the resource and the task.*

(ALL) **Monitor:** Discuss in their pairs and write down thoughts/ideas.

(T) Ask each pair to share their thoughts/ideas and reasons why with the rest of the class.

(ALL) Share their thoughts/ideas and reasons.

Task 3:

(T) Explain that they are going to decide on a price for the car they chose in Task 2 using websites for manufacturers selling online AND dealerships.

Remind students to use: *Resource 028 Task 2 – Terms and explanations*

First, ask them to think about/consider:

What is the cheapest price? What is the most expensive price?

Why do they think it is cheaper? Why do they think it is more expensive?

Where could a customer most likely get the car cheaper by bargaining?

Are the cars priced at psychological points e.g. £19,999?

How much is the VAT? How much is the duty?

What do customers expect? How important are customer expectations?

What implication does cost and competition-based pricing have?

What implication/s do/es supply and demand have?

Go through some example thought processes for each question – if necessary.

(ALL) **Monitor:** Start looking at websites and working through the questions with the tutor's support.

(T) **When each pair has researched the above questions and shown a good understanding:**

Ask each pair to start working on deciding a price for their car – and preparing solid/understandable reasons.

(ALL) **Monitor:** Start making decisions on pricing.

(T) Ask students to share some of their decision making and prices.

(ALL) Share their decision making and prices.

Task 4:

(T) Explain that a leading manufacturer is considering launching a new model.

Ask each pair to discuss the departments that would need to interact in order to produce /launch the new model?

(ALL) **Monitor:** Start discussing ideas.

(T) Ask students to share their ideas.

Answers: marketing, research & development, finance, sales, production, administration, human resources, distribution, customer service

(ALL) Share their ideas.

(T) Explain that the *marketing, research & development, finance, sales, production, administration, human resources, distribution and customer service* departments may interact.

Explain: Price is affected by supply and demand, costs, competitors' prices, market conditions and consumer perceptions.

The Geodemographic information (GDI) will determine the type of product that will sell in an area and the price it can be sold at.

There are other factors affecting price such as VAT, excise duty and exchange rates.

'Place' in the marketing mix involves choosing the right place to sell the product.

How manufacturers decide on the best way to get their products to market (their channel of distribution).

Refer to: *Resource 028 Task 2 – Terms and explanations*

Go over the differing pricing strategies again if necessary, that manufacturers and dealers may use.

Split the class into two groups.

Encourage students to get involved in a discussion – aimed at consolidating all their learning over the last 4 lessons.

Ask the students to discuss the possible roles of each department and what they would need to do.

Give out flip chart paper.

- (ALL) **Monitor:** Start discussing and writing down ideas with their groups and the tutor.
- (T) Ask both groups to share their ideas.
- (ALL) Both groups share their ideas.

Feedback to teacher

- (T) Ask students if they feel the learning objective & aims have been met using Post-its. Explain what the colours mean and give an example.

Give out Post-its. Green = YES Red = NO Amber OR Yellow = *not sure*

Ask students to give their reasons.

- (ALL) Hold up a Post-it and volunteer reasons.
- (T) Collect in Post-its held up/count no. of each colour and keep a written record.

Lesson ends

HANDOUT 027: More on the Marketing Mix

Task 1 Questions

Imagine that you are planning to start or buy an existing car dealership.

Use these questions as a guide and start making notes:

1.	Are you going to buy an existing business/start a new business/open a franchise?		
2.	Is the motor industry growing or declining? How will this affect your business?		
3.	What you need to start your business?	eg premises/vehicles	Why?
4.	How do you propose to finance your business?		
5.	Key facts about your dealership:	eg name/location	Why?
6.	What is your unique selling point?	eg product features/after-sales	Why?
7.	What type of vehicle/s are you going to sell?	Why?	
8.	What method of advertising/sales promotion will you use?	Why?	
9.	Will you create a website?	Why/Why not?	
10.	What are the advantages of the dealership's location?		
11.	What are the disadvantages of the dealership's location?		
12.	Focus on: proximity to the target market and a skilled workforce, price of land, ease of access and space to park.		

HANDOUT 027: More on the Marketing Mix

Task 2 Terms and Explanations

<i>Term</i>	
Supply	The total amount of a specific good or service that is available to consumers.
Demand	A customer's willingness to go out and buy a certain product.
VAT (Value Added Tax)	A consumption tax applied at each stage of production - based on the value added to the product at that stage.
Duty	A payment applied to the import, export, manufacture, or sale of goods.
Geo-demographic information (GDI)	This determines the type of product that will sell in an area and the price it can be sold at.

Business strategies used to set prices:

Cost-plus pricing	Setting a price by adding a fixed amount or percentage to the cost of making the product.
Penetration pricing	Setting a very low price to gain as many sales as possible.
Price skimming	Setting a high price before other competitors come into the market.
Predatory pricing	Setting a very low price to knock out the competition.
Competitor pricing	Setting a price based on competitors' prices.
Price discrimination	Setting different prices for the same goods, but to different markets e.g. peak and off-peak mobile phone calls.
Psychological pricing	Setting a price just below a large number to make it seem smaller e.g. £9.99 not £10.00.

LESSON 14: Business Studies

Business activity sectors - A

Learning objectives:

- To be able to classify business activity into primary, secondary or tertiary sector.
- To understand how the different sectors are interdependent.

Key words and phrases:

Primary production sector

Secondary production sector

Tertiary production sector

Interdependence

Just In Time production

Lean production

Resources:

Student hand outs			
029	Lesson plan 14	030	Task 1 - Primary, secondary and tertiary
031	Task 1 - Terms and definitions	032	Task 2 & 3 - Blank form

Teacher's resources			
B	Automotive Family Fortunes_Slides	C	Automotive Family Fortunes_Questions

Misc.	
Post-it notes (green, red, orange or yellow)	Blue Tack
Smart board & Flip chart paper	Blank paper and marker pens

Pre-class preparation:

Task 2: See [page 4](#) and create more questions to ask students which address any missing points across the 3 production stages.

Lesson begins...

Starter Activity

Automotive Family Fortunes (4-5 minutes)

Use Resources: [Automotive Family Fortunes Slides](#) AND [Automotive Family Fortunes Questions](#)

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

(T) Explain that they are going to identify and then explore: primary, secondary and tertiary activities involved in car manufacturing.

Ask students to define the primary production sector.

Write primary production sector on a flip chart.

(ALL) Offer ideas and thoughts.

(T) Confirm OR explain the term:

Answer: *Acquiring raw materials. Sometimes known as extractive production.*

Write the answer on a flip chart.

Then,

(T) Ask students to define the secondary production sector and consider the involvement of factory / manufacturing processes.

Write secondary production sector on a flip chart.

(ALL) Offer ideas and thoughts.

(T) Confirm OR explain the term:

Answer: *The manufacturing and assembly process.
Converting raw materials into components AND assembling products.*

Write the answer on a flip chart.

Then,

(T) Ask students to define the tertiary production sector.

Write tertiary production sector on a flip chart.

(ALL) Offer ideas and thoughts.

(T) Confirm OR explain the term:

Answer: *Commercial services supporting the production and distribution process.*

Write the answer on a flip chart.

Divide class into groups of 2 or 3.

Then, Give every student: *Resource 030 Task 1 - Primary, secondary and tertiary*

Explain the resource.

Ask students to think of as many primary, secondary and tertiary activities involved in the car manufacturing process as they can – and write them on the resource.

Give a few examples for each one.

(See page 1 of: [Resource 031 Task 1 – Terms and definitions](#))

(ALL) **Monitor:** Think of and write down primary, secondary and tertiary activities.

(T) Ask the groups to give their examples and discuss as a class.

Give every student: [Resource 031 Task 1 – Terms and definitions](#)
([Ask students just to look at page 1](#))

Task 2:

Continue in their groups of 2 or 3.

(T) Explain that they are now going to produce presentation slides (6 max) which show and explain activities which happen during each of the three production sectors (primary, secondary and tertiary) and how they link to produce a finished SEAT vehicle.

Ask students to refer to page 2 of: [Resource 031 Task 1 – Terms and definitions](#) and explain the journey from primary to tertiary.

Ensure and check students' understanding.

- Ask students to consider Just In Time and lean production methods.

Give every student: [Resource 032 Task 2 & 3 – Blank form](#)
Explain the form and ask students to write down their ideas on this form.

Then, Ask students which raw products would be used in the primary sector to produce a finished SEAT vehicle?

(ALL) **Monitor:** Write down / discuss their ideas.

(T) Ask groups to share their ideas with the rest of the class.

(ALL) Share some of their ideas with the rest of the class.

Then,

(T) Ask students to think about and explain the process of how steel, rubber, leather, plastic and glass are sourced in the primary sector, manufactured in the secondary sector and then sold to the customer in the tertiary sector - to produce a finished SEAT vehicle.

(ALL) **Monitor:** Write down / discuss their ideas.

(T) Ask groups to share their ideas with the rest of the class.

(ALL) Share some of their ideas with the rest of the class.

Then,

(T) Ask students to look at JIT and Lean production and how they would be used in the secondary process.

(ALL) **Monitor:** Write down /discuss their ideas.

(T) Ask groups to share their ideas with the rest of the class.

(ALL) Share some of their ideas with the rest of the class.

Then,

(T) Ask students additional questions which address any missing points across the 3 stages. (SEE PRE-CLASS PREPARATION)

(ALL) **Monitor:** Write down /discuss their ideas.

(T) Ask groups to share their ideas with the rest of the class.

(ALL) Share some of their ideas with the rest of the class.

Then, finally....

(T) Ask students to transfer their ideas and fit them onto 6 presentation slides.
(Use one piece of flip chart paper split into 6)

(ALL) **Monitor:** Begin transferring their ideas and creating presentation slides.

(T) Ask groups to present their slides and ideas to the rest of the class.

IF THERE IS TIME

Task 3:

Continue in their groups of 2 or 3.

(T) Ask students: To think of jobs in the motoring industry and which sector/s they belong to.

(ALL) **Monitor:** Write down /discuss their ideas.

(T) Ask each group to give their thoughts – and explain them.

(ALL) Offer their thoughts and explain them.

(T) Write down their ideas on flip chart paper for the class to see.

Give every student: Resource 032 Task 2 & 3 – Blank form

Ask students to add the jobs that have been discussed to the appropriate stage on:

Resource 032 Task 2 & 3 – Blank form

Ask students in their groups to think of a further 3 to 5 jobs for each stage and add them to the correct stage.

AND then, To choose two of the jobs that they would apply for / like to do – and explain why.

Ask students to consider:

- *There are many tertiary sector jobs available in the UK.*
- *The primary and secondary sectors are not flourishing in the UK because of pay levels, education, mechanisation, bad weather and the availability of cheap labour in developing countries.*

(ALL) **Monitor:** Think of a further 3 to 5 jobs for each stage and add them to the correct stage.

AND then, Choose two of the jobs that they would apply for / like to do – and explain why.

(T) Ask groups to share their ideas, choices and why, with the rest of the class.

(ALL) Share their ideas, job choices and reasons with the rest of the class.

Feedback to teacher

(T) Ask students if they feel the learning objective & aims have been met using Post-its. Explain what the colours mean and give an example.

Give out Post-its. Green = YES Red = NO Amber OR Yellow = *not sure*

Ask students to give their reasons.

(ALL) Hold up a Post-it and volunteer reasons.

(T) Collect in Post-its held up/count no. of each colour and keep a written record.

Lesson ends



HANDOUT 030: Business Activity Sectors - A

Task 1 – Primary, Secondary and Tertiary

Car manufacturing activities

Primary	Secondary	Tertiary

HANDOUT 031: Business Activity Sectors - A

Terms and Definitions

<i>Term</i>	
Primary production sector	Acquiring <u>raw materials</u> . Sometimes known as extractive production. <i>E.g. Natural resources such as iron. Leather from cows.</i>
Secondary production sector	The <u>manufacturing</u> and <u>assembly</u> process. Converting raw materials into components assembling products. <i>E.g. Combining natural resources such as iron with other elements to create steel for car production. Using leather from cows in the upholstery of car seats.</i>
Tertiary production sector	<u>Commercial services</u> supporting the production and distribution process. <i>E.g. After-sales care, benefits such as peace of mind, transport, distribution, advertising, selling, warehousing</i>
Interdependence	Organisations relying on other businesses in different sectors for raw materials, components or distribution.
Lean production	A systematic method for the elimination of waste within a manufacturing system.
Just-in-time production	Aimed primarily at reducing flow times within production, as well as response times from suppliers and to customers.



HANDOUT 032: Business Activity Sectors - A

Task 2 & 3 – Blank Form

Primary	Secondary	Tertiary

LESSON 15: Business Studies

Business Activity Sectors - B

Learning objectives:

- To be able to define, explain and use the keywords and phrases listed below.
- To understand the role of an environmental researcher within the Motor Industry.
- To prepare a 5 minute group presentation which demonstrates understanding of the keywords and phrases below and how they affect job roles within the Motor Industry.

Key words and phrases:

Social costs Social benefits Environment Community
Greenfield site Brownfield site Ethical and merit goods

Resources:

Student hand outs			
033	Lesson plan 15	034	Task 1 - Terms and definitions
035	Task 1 - Dealership or a plant		

Teacher's resources			
B	Automotive Family Fortunes_Slides	C	Automotive Family Fortunes_Questions

Misc.	
COMPUTERS	Post-it notes (green, red, orange or yellow)
Smart board & Flip chart paper	Blue Tack, blank paper and marker pens

Pre-class preparation:
NONE

Lesson begins...

Starter Activity

Automotive Family Fortunes (4-5 minutes)

Use Resources: [Automotive Family Fortunes Slides](#) AND [Automotive Family Fortunes Questions](#)

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

(T) **Divide students into groups of 3 or 4**

Give each group some flip chart paper.

First explain that everyone needs to check their understanding of the following terms.

Ask students to write down definitions and or examples of:

<i>Social costs</i>	<i>Social benefits</i>	<i>Environment</i>	<i>Community</i>
<i>Greenfield site</i>	<i>Brownfield site</i>	<i>Ethical and merit goods</i>	

(ALL) **Monitor:** Write down /discuss their ideas within their group.

(T) Go through each term and ask the students to give their ideas.

Give every student: *Resource 034 Task 1 - Terms and definitions*

Explain any terms which need further explanation.

Then, **Ask each group to discuss the following ideas – and write down important points.**

The impact of businesses on the local community, highlighting social costs and benefits.

Differences between greenfield and brownfield sites.

How a company's ethical stance may affect public perceptions and, ultimately, profit.

Explain the positive and negative effects of ethical goods - on communities.

Does this type of discussion interest you? Explain why/why not.

(ALL) **Monitor:** Discuss and write down any ideas.

(T) Ask the students to imagine that they have just started a new role as an environmental researcher for Bentley.

Explain that their task is to establish whether it would be good for the local community if a large car manufacturing plant or dealership were to open.

Give every student: *Resource 035 Task 1 – Dealership or a plant*

Ask each group to use their knowledge and information gained from the task they have just completed and complete the resource.

Remind students to ask questions if they need any help.

(ALL) **Monitor:** Discuss, ask questions and write down any ideas.

Answers:

- **Consider the importance of the job role and the elements of the job.**

- *Awareness that an environmental researcher looks into relevant types of energy, including renewable energy, sustainable technology and the general impact a business will have on its immediate surroundings.*
- *Think about how much pollution (toxic & noise) the new building will generate.*
- *Awareness that IF the business is not successful, it could possibly take away a greenfield site and potentially create a brownfield site*
- *OR it may create more jobs, generating more income tax for reinvestment and lead to a regeneration of the area - creating even more jobs and more taxable earnings.*

(T) Ask the groups to share their ideas with the rest of the class.

Task 2:

Continue working in groups of 3 or 4

(T) Ask students to search online for careers similar to the environmental researcher on the IMI Autocity website (www.autocity.org.uk).

Explain that they will be looking for job titles such as research and development manager, environmental officer, marketing production efficiency etc.

Also, ask them to explain why they have chosen each job title – and to individually choose one job that they would find the most interesting and why.

Explain that each group will prepare to present their findings and thought processes to the class - for a minimum of 5 minutes.

(ALL) **Monitor:** Research online, organise their ideas and prepare a 5 minute presentation.

(T) Ask each group to present their findings.

(ALL) **Monitor:** Present their findings.

(T) & (ALL) Give constructive feedback to each group.

Feedback to teacher

(T) Ask students if they feel the learning objective & aims have been met using Post-its. Explain what the colours mean and give an example.

Give out Post-its. Green = YES Red = NO Amber OR Yellow = not sure

Ask students to give their reasons.

(ALL) Hold up a Post-it and volunteer reasons.

(T) Collect in Post-its held up/count no. of each colour and keep a written record.

Lesson ends

HANDOUT 034: Business Activity Sectors - B

Task 1: Terms and Definitions

<i>Terms</i>	
Social costs	<p>Social cost is the total cost to society. It includes both private costs plus any external costs.</p> <p><i>E.g. air or water pollution.</i></p>
Social benefits	<p>Business activities that have a positive impact on people and places.</p> <p><i>E.g. Creating new jobs</i></p>
Greenfield site	<p>Sites which have not previously been built on. Includes the greenbelt land around cities. Cheaper to build on. Not favoured by environmentalists, as it encourages urban sprawl.</p>
Brownfield site	<p>Often on disused or derelict land. More available in the North and Midlands, but most housing demand is in the South East. Valuable as existing buildings can be split up into more homes on any one site. The site has already been developed so it reduces urban sprawl. Usually unsightly areas for building developments, so improve the urban environment. More expensive to build on as often the land needs to be cleared first (especially if land is contaminated from previous industrial use).</p>
Ethical goods	<p>E.g. organic produce, fair trade, energy efficient light bulbs, electricity from renewable energy, recycled paper and wood .</p>
Merit goods	<p>Goods or services that the government feel people will under-consume. These goods or services should be subsidised or provided free 'at the point of use' so that consumption does not depend primarily on the ability to pay for them.</p>



HANDOUT 035: Business Activity Sectors - B

Task 1: Dealership or a Plant

	Social costs	Social benefits
A large car manufacturing plant		
A large car dealership		

LESSON 16: Business Studies

Business Objectives

Learning objectives:

- To be able to identify organisational objectives from car manufacturer's websites.
- To demonstrate an understanding of SMART objectives.
- To be able to evaluate objectives using the SMART acronym.
- To understand economic factors that affect organisations internally and externally.
- To be able to create SMART objectives for a car dealership with clear reasons why.

Key words and phrases:

Profit

Growth

Survival

Service

Resources:

Student hand outs			
036	<i>Lesson plan 16</i>	037	<i>Task 2 – Your dealership</i>

Teacher's resources			
<i>B</i>	<i>Automotive Family Fortunes_Slides</i>	<i>C</i>	<i>Automotive Family Fortunes_Questions</i>

Misc.	
COMPUTERS	Post-it notes (green, red, orange or yellow)
Smart board & Flip chart paper	Blue Tack, blank paper and marker pens

Pre-class preparation:

Task 1: Write this on a piece of flip chart:

- **An aim** – An organisation's main goal or target eg To open more retail sites nationwide
- **An objective** – Specific, measurable, achievable, realistic and time specific targets which enable the organisation's aim/main aim to be successfully achieved eg To increase nationwide car sales by 10%

Lesson begins...

Starter Activity

Automotive Family Fortunes (4-5 minutes)

Use Resources: [Automotive Family Fortunes Slides](#) AND [Automotive Family Fortunes Questions](#)

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

(T) Ask the students to look at the Sytner website <http://www.sytner.co.uk/> and spend five minutes familiarising themselves with the site and exploring the 19 car manufacturers on the home page.

(ALL) **Monitor:** Explore the website.

(T) **Divide students into groups of 2 or 3**

Ask every group to choose two of the manufacturers – **(making sure that all 19 are covered by the group.)**

(ALL) **Monitor:** Choose 2 manufacturers for their group.

(T) Ask the students to define and explain the difference between an aim and an objective (in the context of organisations).

(ALL) Offer answers.

(T) Confirm/Give definitions and explain the difference between an aim and an objective.

Show flip chart with the following info:

An aim – An organisation’s main goal or target.
eg To open more retail sites nationwide.

An objective – Specific, measurable, achievable, realistic and time specific targets which enable the organisation’s aim/main aim to be successfully achieved.
eg To increase nationwide car sales by 10%.

(T) Ask the students to identify one objective from one of the manufacturers, first.

(ALL) **Monitor:** Identify one objective.

(T) Explain what a SMART objective is.

S Specific to what the business does and well defined
M Measurable so that a business can put a value to it
A Achievable by all parties involved

R Realistic to what they are trying to achieve, and will add value

T Time specific so there is a limit as to by when it should be completed

Pick one of the objectives the students have identified and explore with the students if it is SMART.

Work through more of the objectives to see how they match the SMART goal features.

(ALL) & (T) Discuss the objectives and their SMART features.

(T) Ask the students to look at and evaluate the remaining objectives for both of the manufacturers they have chosen and Sytner.

(ALL) **Monitor:** Continue understanding and evaluating the objectives.

Task 2:

(T) Divide students into groups of 3 or 4

Give every group: *Resource 037 Task 2 – Your dealership*

Explain the instructions on the resource: (refer to the resource)

Answers:

- *It's very challenging for new firms to get established and their aim in the first three years is survival. Providing a good service and building relationships with other businesses is vital for companies.*
- *Objectives may have changed over the past year due to the current economic crisis (credit crunch).*
- *The cost of credit, inflation and unemployment levels have risen = difficult for consumers to buy cars. Identify that all the companies are large, multinational operations in the private sector with investors or shareholders that want to see a return on their investments.*
- *Due to this, their main objectives are to maximise profit and increase market share.*
- *Awareness that good public relations with the local community are vital for companies to survive, so many will build relationships with other local businesses.*

(ALL) **Monitor:** To start working through the questions.

(T) Ask the groups to explain their ideas to the class and ask other groups to give constructive feedback.

Feedback to teacher

(T) Ask students if they feel the learning objective & aims have been met using Post-its. Explain what the colours mean and give an example.

Give out Post-its. Green = YES Red = NO Amber OR Yellow = not sure

Ask students to give their reasons.



(ALL) Hold up a Post-it and volunteer reasons.

(T) Collect in Post-its held up/count no. of each colour and keep a written record.

Lesson ends

HANDOUT 037: Business objectives

Task 2 – Your Dealership

Imagine you and your colleagues are the owner of a small Bentley dealership in the local area.

The business has been up and running for the last 10 years and its profits have grown consistently until last year.

Discuss the 6 questions below and make detailed notes.

Over the last three years:

1. What would your business aims have been?
2. What would your SMART business objectives have been?

Over the past year:

3. What are the possible reasons for a zero increase in profits?
4. How would the zero increase in profit affect the creation of new business objectives?
5. How AND why might your business aim now be different?
6. How AND why might your business objectives now be different?

LESSON 17: Business Studies

Business Organisation

Learning objectives:

- To be able to identify the different departments within a typical business.
- To understand why the departments need to work with each other.
- To be able to draw an organisation chart.

Key words and phrases:

Administration	Customer Services	Distribution	Finance
Human resources	Chain of command	Marketing	Sales
Tall and flat structures	Line management	De-layering	ICT
Span of control	Accountability	Authority	Hierarchy
Organisation charts	Functional organisation	Formal groups	Production
Research and Development (R&D)			

Resources:

Student hand outs			
038	Lesson plan 17	039	Task 1 - Terms and definitions
Teacher's resources			
B	Automotive Family Fortunes_Slides	C	Automotive Family Fortunes_Questions
Websites			
http://www.autocity.org.uk/world-of-work		http://www.sytner.co.uk/	
Misc.			
COMPUTERS		Post-it notes (green, red, orange or yellow)	
Smart board & Flip chart paper		Blue Tack, blank paper and marker pens	

Pre-class preparation:

Task 1: Source an example of your organisations 'organisation chart/structure'. Show on a Smart board or prepare as print outs. OR show an online organisational chart.

Write these department names on a flipchart:

Research and Development	Production (Manufacturing)	Quality Control (Testing)
Distribution	Customer Services Finance	Administration
Marketing	ICT	Sales

Lesson begins...

Starter Activity

Automotive Family Fortunes (4-5 minutes)

Use [Resources: Automotive Family Fortunes Slides](#) AND [Automotive Family Fortunes Questions](#)

Lesson objective/aims:

(T) Explain the objectives.

Task 1:

Divide students into groups of 3

(T) Give students a printed version of an organisational chart or show one online.

Explain the organisational chart.

Show the students Sytner's website AND The IMI's Autocity World of Work section. Ask them to create their own version of an organisational chart – for any of the 19 car manufacturers on the home page.

First, ask each group think about what departments a car manufacturer would have.

Give each group some flip chart paper.

(ALL) **Monitor** Brainstorm and write down ideas.

(T) Ask students for their ideas.

Show a flipchart with examples of departments.

Ask each group to choose one of the car manufacturers and using the job titles listed in the Autocity - World of Work web pages, Sytner's website and the manufacturer's website - create a realistic organisational chart that shows the key areas of the organisation and who is responsible for what.

Ask each group to produce a finished version on a piece of flip chart paper.

Also, ask each group to consider and be able to explain:

The main responsibilities for each job title.

E.g. Who would be responsible for dealing with complaints? Who will be paying wages? Who will ensure the smooth running of the IT system?

Why is it important for departments have to liaise with each other?

Explain that each group will need to present their organisational charts and reasons.

- (ALL) **Monitor** Choose a manufacturer, research job titles (and main responsibilities), hierarchy and department names.
- (T) Ask each group to present their organisational chart and explain their choices and understanding of each department/job title/link between them.
- (ALL) Present their organisational chart and explain their choices etc.

Task 2:

- (T) Explain that they are going to finish off the course with a short quiz.

Ask the students to get into groups of 3 OR stay in their current groups.

Give out Resource 039 Task 1 – Terms and definitions

Explain: You are going to quickly go through each term and explain what they mean. Stress that they need to listen carefully because after this each of the resources will be collected in and there will be a quiz on this.

Go through and explain each term.

Collect in the resources.

Ensure everyone has some paper to write on.

Explain they will be given a business term or asked a question related to the terms. They will have 1 minute to write down the definition or give an answer.

Points = 10 for a perfect answer, 5 if they are half right.

The winning team will receive a prize.

Give out one term at a time and give students 1 minute to write their answers.

There are 20 terms to use on Resource 039 Task 1 – Terms and definitions

- Please add more / replace the terms / ask different questions or if required.

- (ALL) Answer the questions in their groups.

- (T) When the quiz is finished, ask each group to swap their answer paper with another group.

Read out the answers and decide as a class who gets 10 or 5 points.

Collect in the answer paper, count the points.

Give the prize to the winning team.



Course feedback

- (T) Ask students to complete Business Studies Course Summary
(ALL) Complete Business Studies Course Summary
(T) Collect in Business Studies Course Summary
-

Automotive Family Fortunes - prize-giving

- (T) Give out the prize to the winning team.

Lesson & course ends

HANDOUT 039: Business Organisation

Task 1 – Terms and Conditions

Administration	The process or activity of running a business, organization, etc.
Customer services dept.	The provision of service to customers before, during and after a purchase.
Distribution dept.	Receives items ordered from organizations and directs them to the correct place/department.
Finance dept.	Manages the money: planning, organizing, auditing, accounting for and controlling finances.
Human resources dept. (HR)	Recruits, hires and trains new and existing employees. Deals with employee benefits and retention.
ICT dept.	Agrees and manages the most effective <u>information technology</u> and electronic <u>communication</u> .
Marketing dept.	Develops marketing goals/strategy, market research, monitors customer needs, promotion and advertisement.
Sales dept.	Sells the organisation's products or services.
Production (manufacturing) dept.	Manufactures the products or services.
Research & Development dept.	Discovers solutions to problems, creates new products and services, and seeks knowledge.
Organisation chart	Visual representation of an organisation's structure – showing individual's job titles and hierarchy.
Hierarchy	Refers to the levels of management in any business , from the highest to the lowest position and individual/s.
Span of control	The number of employees that a manager or supervisor can directly control.
Chain of command	The order in which authority is held and is given, from the very top managers downwards.
Accountability	To be responsible or liable for, e.g. a task or situation.
De-layering	Reduces the size of a business hierarchy, (especially reducing management) creating a flatter structure.
Line management	Managers responsible for staff, the main activities or product/s in the organization.
Formal groups	Groups with common interests in an organization who easily identify with goals or independent activities.
Tall OR flat structures	Many levels of hierarchy OR few levels of hierarchy.
Functional organisation	Organisational structure: employees grouped hierarchically, clear lines of authority and report to one top person.



Additional Information: Business Studies

Course Feedback – Student

The Institute of the Motor Industry is very interested to hear your thoughts and opinions on the Business Studies course you have completed.

School or college name	
Your name	
Email address	
Year group	

Please tick one of these boxes:

	Question	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
Course aims and objectives	Accurately described the content and propose					
Resources	Useful online resources					
	Useful paper handouts					
	Useful presentation slides					
Course topic	Interesting					
	Contained enough detail					
Course activities	Useful and relevant					
	Fun and interesting					
	Enough time to complete each one					
	A good mix of group and individual activities					
Homework	Relevant and achievable					
Course speed	Appropriate					
Difficulty level	Appropriate					
	My interest in business has increased					
	My business studies knowledge has increased					
	My increased business knowledge will help me in future					
	Overall the Business Studies course has met my expectations					
	I would recommend the Business Studies course to other students					

What was positive and/or negative about the Business Studies course?

What suggestions do you have for improving the Business Studies course?

Thank you for your feedback! careers@theimi.org.uk



*We hope you have enjoyed using the IMI and
Sytner Business Studies Lesson Plans*



*If you have any feedback please get in touch with
careers@theimi.org.uk*

We also have an associated competition with amazing prizes!

BUSINESS STUDIES & ENTERPRISE COMPETITION

Sponsored by Sytner

About the Industry

The automotive industry influences everyone, from delivering goods on time to commuters travelling to work and emerging services being able to respond to crisis, the motor industry helps keep the country moving.



About the competition

The IMI's teaching resources are now in their fifth year and are an initiative developed by the Institute of the Motor Industry (IMI) that includes a series of creative curriculum-linked teacher and student resources, with the motor industry as the exciting backdrop. In addition we have developed this competition in conjunction with Sytner.

A key part of business success for manufacturers and dealers is to encourage people to buy their cars and as a result they spend much of their time and money ensuring their vehicles meet the ever growing needs of their customers, adding features to them that will attract and appeal to particular customers. In addition they develop promotional campaigns that help persuade, inform and increase awareness of their brand, whilst also building customer loyalty through positive buying experiences. It is these activities that help build the success of a business.

With this in mind we have developed this competition, where students put themselves in the position of launching a new vehicle of their own design, focusing on branding, product, target markets and promotion.

In all entries we are looking for creativity.

About the IMI

The Institute of The Motor Industry is the professional body for individuals working in the motor industry and the authoritative voice of the retail automotive sector. The IMI's aim is to ensure that the automotive retail sector has a skilled, competent and professional workforce that is fully equipped to keep pace with the demands of new technology and changing markets. A key part of business for manufacturers and dealers is to encourage the best and brightest people to join their business in a variety of roles.

Sytner Group Trainee and Apprentice Programmes

Sytner Group represents 20 of the world's most desirable car manufacturers in over 100 dealerships across the UK. Last year we sold over 135,000 cars and we serviced a further 230,000 Cars.



Founded by British Touring Car Champion Frank Sytner and his brother Alan in 1968, Sytner Group celebrates a one team spirit and strives to follow Frank's uncompromising driving style by offering an uncompromised customer experience. In 2002 Sytner joined the Penske Motor Group who shared the Sytner passion for motorsport. CEO, Roger Penske, being the founder of Penske Racing, the most famous race team on a world wide basis, featuring in the NASCAR and Indy Racing series as well as Formula 1 in the 1970's.

Sytner recognise that unparalleled customer service can only be achieved by attracting, motivating and retaining the very best team members. With this in mind, Sytner put their employees at the heart of everything we do and are proud to have achieved second place in the 'Sunday Times Best Big Companies to Work For' for the 2nd year in a row on and have been in the top 5 for the last 7 years.

Sytner Group are committed to developing talent and building careers, we work in partnership with the biggest car manufacturers in the world, leading training providers and industry specialists to offer comprehensive 'on the job' apprentice and trainee programmes. This offers the future Sytner stars a progressive and consistently successful investment in their career and personal development.

We welcome Apprentices and Trainees in to a wide range of business areas to kick start your career, these areas include:

- Technicians
- Sales Executives
- Service Advisors
- Parts Advisors
- Administration



Due to success and demand for the Sytner Group Apprentice and Trainee Programmes we look to support the most proactive students who are prepared to go that extra and most innovative mile to secure themselves a fantastic career opportunity.

To find out more about our Apprenticeship and Trainee Programme,

<https://careers.sytner.co.uk/>

The Competition

You have been asked to design, brand and plan a launch for your very own vehicle! Develop an outline of a logo, brand name and strapline for the business you are representing. We need to see clearly what your brand stands for, how you show this is entirely up to you. This competition aims for you to spend most of your time developing the launch of your vehicle and creating the entry to show how this will work. You could use video, social media, web design, PowerPoint, augmented reality or even virtual reality! In all areas of the entries we are looking for creativity.

The Brief

- 1) Decide who the target market you want to develop your new car is for
- 2) Consider the type of vehicle (sports car, family saloon, 4x4 etc), the name and key product features that will be attractive to your chosen target audience
- 3) Design your vehicle
- 4) Plan a proposal for the launch for your new vehicle - you need to use modern technology and creative ideas to promote your vehicle to your target audience through this launch and attract media attention. Your launch could be done or shown through a website, an App or a social media campaign that you have created, a video you have filmed or any other electronic medium that you would like to use.

Hints and Tips

Think about how Sytner brands launch their new vehicles and how it is reported in newspapers and magazines such as:

- AutoExpress <http://www.autoexpress.co.uk/>
- AutoCar <http://www.autocar.co.uk/>
- Sytner news <http://www.sytner.co.uk/news/>

Now think how you will get magazines to write about the launch of your car, what image do you want it to have? Brands think about the colours, music, video and location of the launch very carefully and you will need to as well. Will you have an official film or video and where will your launch be held?

Remember that the brand (logo, brand name and strapline) need to be visible at the launch - some brands use a # to promote it on social media.

Search the Sytner site to see how their range of brands launched their new vehicles
<http://www.sytner.co.uk/>

The Prize

The winning team plus their teacher will be treated to a dream day out at Mercedes-Benz world located near Heathrow. Starting the day off with a fabulous breakfast in the AMG conference suite overlooking the track you will have a talk from the IMI and Sytner on careers in the industry before your VIP guided tour of the museum with special access to all of the attractions and exhibits. Not only that but you will also have your very own driving experience on the on or off road track depending on your age. There may also be some souvenirs heading your way as well!

Competition Guidelines

- Teams must represent their school or college
- Maximum of 6 students per team
- All entries are to be submitted electronically
- Areas to be covered – brand, product, target audience and promotional activities
- Entries must be submitted by the end of summer term to careers@theimi.org.uk

Contact us

If you have any questions, queries or feedback please contact the Careers Team on careers@theimi.org.uk

GOOD LUCK!

